



***New Faculty Orientation
August 16-18, 2021***

- ❖ **During Fall 2021, some offices will be holding in-person hours that differ somewhat from those listed on the pages that follow and offering online versions of services normally provided face-to-face. We have tried in all cases to include email addresses and links for further information and we advise emailing or calling any office to confirm hours and details of services.**

Orientation for New Members of the Baruch College Faculty
August 16-18, 2021

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Guidelines for Writing Learning Goals

The School Curriculum Committees require all courses to have appropriate learning goals.

For learning goals for specific degrees, programs, majors, and minors at Baruch, see:

<https://provost.baruch.cuny.edu/academic-affairs/assessment-accreditation-institutional-effectiveness/assessment/>

1. Learning goals are different from teaching goals. A weakness in many course proposals submitted is a tendency to mistake teaching goals for learning goals.

Teaching goals often reflect what the instructor wants to do in a general way. For example, we might see a statement formulated like this:

The purpose of this course is to introduce students to the basic theoretical concepts in the field, to examine the historical development of these concepts, and to explore current controversies.

As a statement of teaching goals, this is fine. But the statement does not address the question of what students will actually take away from the course and so it is not a formulation of *learning* goals. Other examples of problematic formulations include terminology such as “develop an appreciation of” or “expose students to.” The weakness of these goals is not that they are unworthy, but that they primarily describe what the *instructor* intends to do or to accomplish over the course of the semester. In other words, they are instructor-oriented rather than student-oriented.

Stated succinctly: **learning goals should describe actions that students will be able to perform upon completing a course.** Therefore, they differ from descriptions of what we intend to teach. In reformulating goals from the student perspective, we should think not just about what we want to cover in the course but also about **how we will know that students have learned the things that we want to cover.** The author of the statement above should be asking him or herself: how will I know that my students have been successfully introduced to the basic theoretical concepts; that they understand the historical development of these concepts; and that they are familiar with current controversies in the field? (Possible answers -- they will be able to: define them; explain how they developed; and list or outline these controversies.)

2. In formulating learning goals the members of the Assessment Committee suggest using the phrase: “students will [be able to]...”

A reformulation of the statement quoted above might read as follows.

After completing this course, students will be able to:

- *Identify, describe, and explain basic theoretical concepts in the field.*
- *Present a detailed account of the historical context in which these concepts were developed.*
- *Research and prepare a term paper on an important current controversy in the field.*

3. Vague goals should be reformulated to be as specific as possible. For example:

- **Vague:** *Students will understand the style periods of Western music.* How will we know that the students “understand”?
- **Better:** *1) After listening to a piece of Western music, students will be able to identify which style period it belongs to [and justify their answer]; and 2) students will be able to describe how the elements of music are used differently in each style period.*
- **Vague:** *Students will have basic knowledge of the field.* How will we know that the students have acquired that “basic knowledge”?
- **Better:** *1) Students will be able to read and interpret studies that use quantitative methods; and 2) students will be able to research questions using quantitative methods.*
- **Vague:** *Students will appreciate the scientific method.* How will we know that the students “appreciate”?
- **Better:** *Students will be able to examine a scientific research paper and 1) identify and describe the experimental hypothesis; 2) identify methodology used to test that hypothesis; and 3) comment critically on the research conclusions.*

4. If you are going to assess student learning goals separately, then list them separately. For example:

- *Every student will complete an original research project and communicate the results in an oral presentation.* Difficult to assess as a whole: some students might complete wonderful projects but present them poorly (or vice versa).
- **Better:** *1) Students will complete an original research project; and 2) Students will communicate the results in an oral presentation.*

5. In writing student learning goals use active verbs:

Examples [adapted from Mary J. Allen, *Assessing Academic Programs in Higher Education* (Anker, 2008)]:

Knowledge – cite, define, describe, identify, indicate, list, match, recognize, reproduce, select, state

Comprehension – arrange, classify, defend, distinguish diagram, explain, generalize, predict, report

Application – apply, change, compute demonstrate, dramatize, illustrate, interpret

Analysis – analyze, appraise, calculate, contrast, debate, examine, infer, outline, question, solve

Synthesis – assemble, collect, compile, design, devise, generate, manage, organize, perform, rearrange,
Evaluation – choose, compare, criticize, evaluate, interpret, measure, judge, justify

The foregoing are based on the understanding of learning and learning styles first articulated by Benjamin Bloom in the 1950s, now known as **BLOOM'S TAXONOMY**. The following links to Bloom's Taxonomy websites (and the lists of verbs there) might be helpful:

[An excellent list of verbs according to the revised Bloom's Taxonomy](https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2017/07/bloom.pdf)
<https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2017/07/bloom.pdf>

6. Some examples of well-written learning goals by discipline (members of the faculty are invited to contribute additional goals):

CIS (upper level) *By the end of this course, students will be able to...*

- *apply quantitative methods to project planning, performance, and monitoring.*
- *explain software design and implementation processes.*
- *demonstrate team skills.*

Economics *By the end of this course, students will be able to....*

- *use economic theory to explain government policies and their effects.*

English (upper level) *By the end of this course, students will be able to...*

- *state a position in an analytical essay.*
- *back the position with evidence from a literary work.*
- *acknowledge alternative points of view.*
- *use the library to find literary critical works.*
- *integrate others' work smoothly into the students' own interpretations.*
- *avoid over reliance on sources.*
- *cite sources accurately and correctly.*
- *organize an essay in a logical fashion.*

History *By the end of this course, students will be able to...*

- *describe basic historical events and people.*
- *argue as a historian does:*
 - *take a position on a debatable historical issue;*
 - *use historical data as evidence for the position; and*

- *raise and answer counterarguments.*

International Business (upper level) *By the end of this course, students will be able to...*

- *create a detailed plan for an existing business to expand into a foreign market.*
- *orally present a solution to an international business problem to a real business customer.*
- *apply learned functional skills in a competitive business setting.*

Management (upper level) *By the end of this course, students will be able to...*

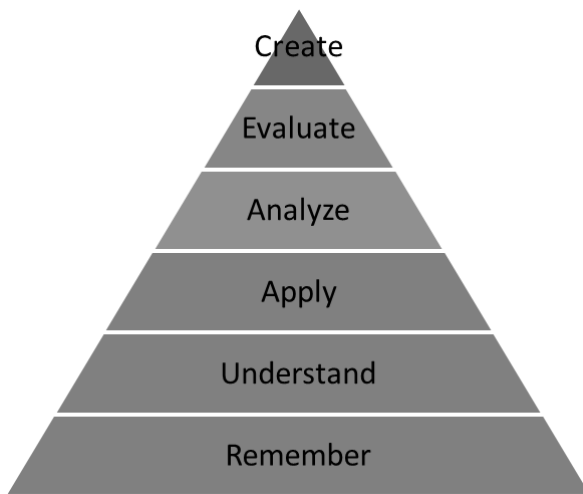
- *analyze the impact that technology has on the spread and growth of international business.*
- *systematically analyze a “firm” in the context of home and foreign markets.*
- *demonstrate how ethics and culture affects and is affected by international business.*

Math *By the end of this course, students will be able to...*

- *solve [certain kinds of] mathematical problems.*
- *explain [in writing/orally] what they are doing as they solve a problem and why they’re doing it.*

Adapted from Mary J. Allen, *Assessing Academic Programs in Higher Education* (Anker, 2008).
Based in part on Walfoord and Anderson, *Effective Grading* (Jossey-Bass, 1998).

Bloom's Taxonomy



In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that most of the test questions that students encounter require them to think only at the lowest possible level: the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall of facts as the lowest level through increasingly complex and abstract mental levels.

During the 1990s, a new assembly was formed to update the taxonomy to reflect relevance to 21st century work. Led by Lorin Anderson (a former student of Bloom), the group contained cognitive psychologists, curriculum theorists, instructional researchers, and testing and assessment specialists. This new taxonomy ("The Revised Bloom's Taxonomy") is the standard today.

Below, the levels are defined in order of least to most complex. Each definition is followed by a list of verbs that exemplify intellectual activity at their particular level.

1. **Remember:** Recalling relevant knowledge from long-term memory.
Define, duplicate, list, memorize, recall, relate, repeat, reproduce
2. **Understand:** Making sense of what you have learned.
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
3. **Apply:** Using knowledge gained in new ways.
Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
4. **Analyze:** Breaking the concept into parts and understanding the relationships between each part.
Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
5. **Evaluate:** Making judgments based on a set of guidelines.
Argue, criticize, defend, judge, question, relate, select, solve, support, value
6. **Create:** Putting information together in a creative way.
Assemble, combine, construct, design, develop, formulate, generate, invent, write

Bloom's Taxonomy: Sample Questions

According to Bloom's findings, teachers tend to ask questions in the Remember category 80% to 90% of the time. While these questions are valuable in their own right, they are overused. Bloom urged teachers to utilize higher-level questions, which require much more "brain power" and a more extensive and elaborate answer.

Following are sample questions for each category of the revised version of Bloom's taxonomy.

1. Remember

- Who, what, when, where, how...?
- Describe...

2. Understand

- Describe in your own words...

3. Apply

- How is... an example of...?
- How is... related to...?
- Why is... significant?

4. Analyze

- What are the parts or features of ...?
- Classify... according to...
- Outline or diagram...
- How does... compare/contrast with...?
- What evidence can you list for...?

5. Evaluate

- Do you agree that...?
- What do you think about...?
- Place the following in order of priority...
- What criteria would you use to assess...?

6. Create

- What would you predict or infer from...?
- What ideas can you add to...?
- How would you create/design a new...?
- What might happen if you combined...?
- What solutions would you suggest for...?

Bloom's Taxonomy: Sources

Churches, Andrew. Bloom's Taxonomy Blooms Digitally. *Educators' eZine*.

< <http://www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988> >

Forehand, M. 2005. Bloom's Taxonomy: Original and revised. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*.

< http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy >

Overbaugh, Richard C., and Lynn Schultz. Bloom's Taxonomy.

< http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm >

Active Learning
Kathleen McKinney, Cross Chair in the Scholarship of Teaching and Learning and
Professor of Sociology, Illinois State University

Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways" (Meyers and Jones, 1993). Research shows greater learning when students engage in active learning. It is important to remember, however, that lecture does have its place and that you should not do active learning without content or objectives. The elements of active learning are talking and listening, writing, reading, and reflecting (Meyers and Jones, 1993). Bonwell and Eison (1991) state that some characteristics of active learning are: Students are involved in more than listening, less emphasis is placed on transmitting information and more on developing students' skills, students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities (e.g., reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values. (p. 2)

There may be some resistance to active learning by students who are accustomed to lectures, students who prefer passive learning, or students in large classes (who don't expect it). Thus, you need to prepare students. Explain your objectives and the benefits of the active learning techniques explicitly to students. Expect both successes and failures as you try active learning techniques. Solicit feedback on the activity afterwards from the students to improve it in the future. Some active learning techniques take little faculty preparation and may be done spontaneously; others require much more preparation. Active learning techniques can occur in class or outside of class (e.g., computer simulations, internships, WWW assignments, class Internet discussion lists, independent study research). Active learning can be used with all levels of students from first year through graduate students. Teaching a mass class does not prohibit the use of active learning techniques; in fact, they may be especially important to promote interest and learning in a mass class. Below, I offer a few examples of in-class active learning techniques used in small and large classes, and with all levels of students.

Think-Pair-Share

Give students a task such as a question or problem to solve, an original example to develop, etc. Have them work on this 2-5 minutes alone (think). Then have them discuss their ideas for 3-5 minutes with the student sitting next to them (pair). Finally, ask or choose student pairs to share their ideas with the whole class (share). I have used these in classes ranging from 12 to 340 students.

Collaborative learning groups

These may be formal or informal, graded or not, short-term or long-term. Generally, you assign students to heterogeneous groups of 3-6 students. They choose a leader and a scribe (note-taker). They are given a task to work on together. Often, student preparation for the CLG has been required earlier (reading or homework). The group produces a group answer or paper or project. These work best in small to medium size classes, but I have also used them in a class of 340 students. If interested, see my short paper on "Collaborative Learning Groups in the Large Class: Is it Possible?" in *Teaching Sociology*, 1993, 21, 403-408.

Student-led review sessions

Instead of the traditional instructor-led review session, have the students do the work. For example, in my review sessions, we spend half the time working in small groups. Each student is to ask at least one question related to the material he or she doesn't understand, and to try to answer a question raised by another student. Students can also practice discussing, illustrating and applying difficult material or concepts, or drafting exam questions. For the second half of the review session, the whole class works together. Students may ask questions; other students volunteer to answer them. All students who ask or answer questions receive a "treat" (I bring small candy bars, gum, and boxes of raisins). I try to only speak if there is a problem.

Again, I have done these in classes as large as 340 students. Be sure to explain what will be going on ahead of time so students are less frustrated when you don't stand up there and simply review the material or give the answers or tell them what to study!

Games

Games such as jeopardy and crossword puzzles can be adapted to course material and used for review, for assignments, or for exams. They can be used at the individual, small group or full class levels. There are now some computer programs, for example, to help you create crossword puzzles.

Analysis or reactions to videos

Videos offer an alternative presentation mode for course material. Videos should be relatively short (5-20 minutes). Screen them to make sure they are worth showing. Prepare students ahead of time with reaction or discussion questions or a list of ideas on which to focus; this will help them pay attention. After the video, have them work alone or in pairs to answer critical questions, write a "review" or reaction, or apply a theory.

Student debates

These can be formal or informal, individual or group, graded or not, etc. They allow students the opportunity to take a thesis or position and gather data and logic to support that view, critically. Debates also give students experience with verbal presentations. Some faculty members ask students their personal view on an issue and then make them argue the opposite position.

Student generated exam questions

This can be used for review or for the actual exam. This technique helps students actively process material, gives them a better understanding of the difficulties of writing reliable and valid exam questions, helps them review material, and gives them practice for the exam.

Mini-research proposals or projects; a class research symposium

Have the students work on designing a research study on a topic from the class. In some situations, you may be able to have them collect data during class time (observe some situation or give out some short surveys) or you may have them doing this as part of an outside-of-class project. Either way, have students present their research in a class research symposium similar to what we do at professional meetings. Invite other faculty and students.

Analyze case studies

Bring in case studies for students to read (for example, I will put a case example of sexual harassment on an overhead). Have students discuss and analyze the case, applying concepts, data, and theory from the class. They can work as individuals or in groups or do this as a think-pair-share. Consider combining this with a brief in-class writing assignment.

Keeping journals or logs

Have students make journal or log entries periodically (on paper or computer, in or outside of class). Require a brief critical reflection or analysis of each entry as well. For example, in my gender class, students must record instances of sex inequality (sex discriminations, sexism, sexual harassment against women or men) they observe. They then discuss this instance applying course terms and theories. Be aware of ethical issues if you ask students to record and analyze personal events or issues.

Write and produce a newsletter

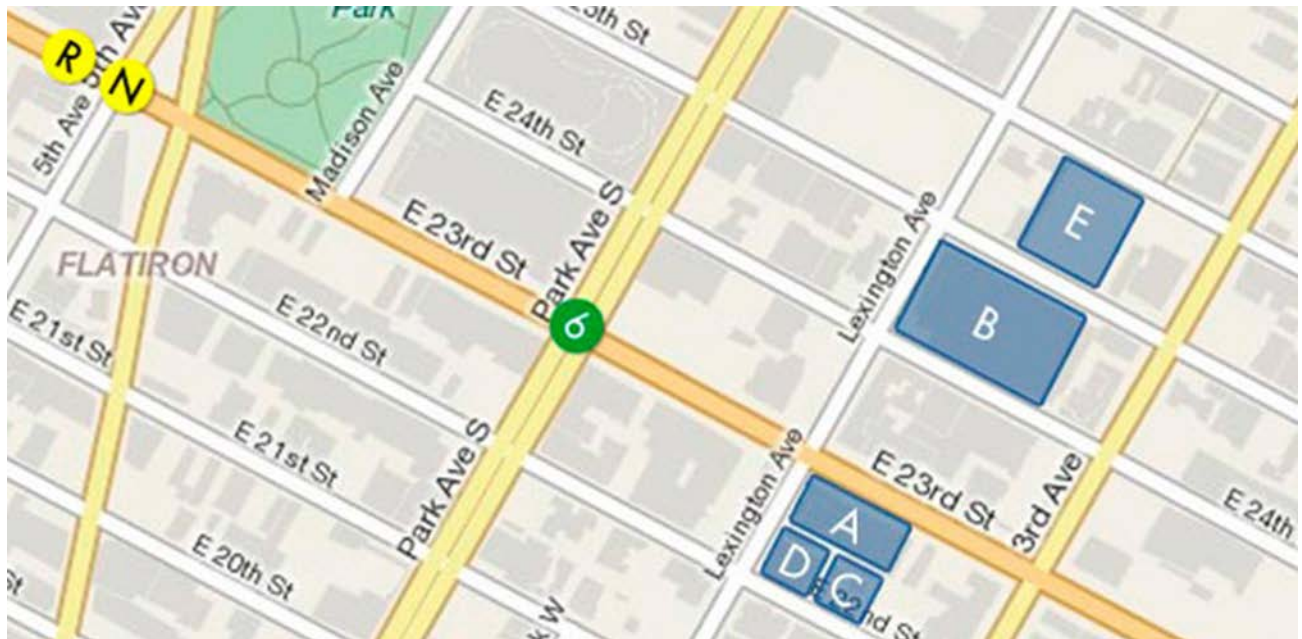
Have small groups of students produce a brief newsletter on a specific topic related to class. Students should include articles with relevant research, post information on upcoming related public events, and so on. Share these with faculty and students in related courses or in the major.

Concept mapping

Here students create visual representations of models, ideas, and the relationships between concepts. They draw

circles containing concepts and lines, with connecting phrases on the lines, between concepts. These can be done individually or in groups, once or repeated as students acquire new information and perspectives, and can be shared, discussed, and critiqued.

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Some Practical Suggestions for New Teachers

Joseph Straus, CUNY Graduate Center¹

1. Logistics

- a. **Preparation.** Before the semester begins, learn the physical and cultural layout of the institution. Sit in on classes. Get to know the office staff.
- b. **Syllabus.** At the first meeting of the class, hand out a detailed syllabus that describes day by day, or week by week, the class topics and written assignments. You can alter this if necessary during the semester, but it provides a helpful framework. If you are teaching a class for the first time, use existing syllabi. Write the final exam before the course starts.
- c. **Seating.** Arrive a few minutes before each class and arrange the chairs into a circle or a semi-circle with you at the open end. The chairs should be as near to the front of the room as possible. Get there early and greet the students as they arrive.
- d. **Names.** Learn the names of the students in your class as soon as possible.
- e. **Assignments.** In theory classes, students should hand in two written assignments per week. Assignments should be clear, preferably in writing and, best of all, given in advance in the syllabus. They should be returned at the next meeting of the class.

2. Planning each class

- a. **Topic.** You should have a clear idea of the topic for each class and, more specifically, of what you want the students to be able to do by the end of class that they could not do at the beginning. State your goal at the beginning of class, refer to it at important junctures throughout, and reiterate it at the end.
- b. **Coverage.** Don't worry too much about covering lots of material--it is more important that the students have a firm grasp of a little than a vague understanding of a lot.
- c. **Segmentation.** Divide the topic of the day into small, graspable parts. Stay on each of these subtopics long enough for students to master them. Use frequent drills, questions, and discussions to establish mastery.
- d. **Pacing.** Students learn best in the first fifteen to twenty minutes of the class. Don't introduce major topics toward the end of the hour, and don't try to rush through the material as the buzzer approaches.
- e. **Variety.** Students learn in different ways, so you need to vary your mode of presentation. Approach the topic from a variety of angles.

3. Teaching a lesson

- a. **Talk less.** Above all, talk less and have the students do more. You are not being paid by the word. Students will learn best not by listening to you talk, but by talking themselves or, best of all, by doing things.
- b. **Individual work.** Do written work at their desks. You can pose a problem, then walk around the room and see how each student is coping with it. Offer brief individual suggestions. You may also wish to have one or more students working at the blackboard while the rest work at their desks. After a reasonable time, have a seated student comment on a classmate's work on the board.
- c. **Work in teams.** Divide the class into groups of two or three and have them work together on problems you pose. At the end, select one team to perform or present its work.
- d. **Sing and/or play.** The students should be hearing and, ideally, making the music you are discussing. Every class, no matter what the topic, should include real music (as opposed to mere

¹ Joe Straus is a Distinguished Professor in the Ph.D. Program in Music at the CUNY Graduate Center. Some of his suggestions will be much more applicable in some disciplines than others, but with some imagination most may be adapted to other disciplines. In category 5, for example, one could easily substitute literature or art for music.

exercises) and active music making. You can either present the music first and extract the relevant lesson, or describe the topic and use the music as an illustration. Either way, you should pare your exposition down to a minimum--*let the students teach themselves and each other*.

- e. **Teach to the assignment.** Structure the class so that students leave with the information they need to complete the homework assignment. It often works well to end the class with a preview of the homework, or by letting students get started on the homework under your supervision.

4. Asking and answering questions

- a. **Answering.** Don't be in a rush to answer a question, particularly an interesting one. If you respond immediately, the class will degenerate into a dialogue and the other students will tune out. Instead, ask for assistance in answering it. Involve the rest of the students in formulating a response.
- b. **Asking.** When you ask a question, don't be in a rush to call on someone or to allow the first volunteer to answer. If you call on someone immediately, the other students will tune out and you will hear again and again from a small number of glib students. Instead, give the students a short period of silence to formulate their thoughts, perhaps in writing. Remember that thinking takes time.

5. Using real music

- a. **Good music.** Wherever possible, teach with reference to good music. Every theoretical topic, from the most basic to the most advanced, can only be fully understood in a musical context. Don't spend too much time spewing out abstract properties or pushing chalk across the board--engage the music.
- b. **Teach the canon.** One of our obligations is to bring our students into contact with the central works of the Western tradition
- c. **Expand the canon.** We also have an obligation to make clear to our students that wonderful music can be, and has been, written by people other than central European men active between 1725 and 1850.

6. Grading

- a. **Be explicit.** Make your grading policies explicit in advance, for each assignment and for the course as a whole. Provide models of good (and bad) work.
- b. **Quantity.** Have lots of graded work, normally two assignments per week--that will give you a clear sense of the student's ability and progress, but without lots of grade pressure on any one assignment.
- c. **Lateness.** To encourage students to hand in assignments on time, you may wish to have a policy of grading down for late papers.

7. Meeting professional responsibilities

- a. **Office hours.** Have generous office hours and be sure you observe them. Be available before and after class for discussions.
- b. **Professionalism.** Do not get involved in the personal lives of your students--you are a teacher, not a shrink. Do not get romantically involved with your students--that is a serious ethical violation. You are a teacher, not a buddy or a lover. Keep your hands and your personal remarks to yourself.
- c. **My Own Work (MOW) and Other People's Work (OPW).** Be a dedicated, generous, committed teacher, but don't forget that your primary focus should remain your own scholarly work (coursework, dissertation, conference presentations, articles).

Suggestions for Creating a Good Syllabus

A syllabus helps communicate course content, methods, and goals, as well as what we expect of our students and how we will evaluate them. There are many approaches to creating syllabi, but college-wide discussions of teaching at Baruch suggest some consensus around many of the items that should appear there. This website advances suggestions as to content and, in some cases, provides links to excerpts from syllabi by colleagues from all three schools, used by permission. (For sample syllabi, see the links at the bottom of this page.) Cutting, pasting, or revising the linked prose for your own syllabus is fine.

NB: Many members of the faculty feel that even when syllabi are posted electronically, hard copies should be distributed and discussed in the first session of the class.

This page is a work in progress. Please send suggestions and additional exemplars (especially if significantly different from those included here) to Associate Provost, [Dennis Slavin](#).

ITEMS TO INCLUDE (EACH IS ELABORATED FURTHER BELOW)

1. CONTACT INFORMATION, INCLUDING OFFICE HOURS
2. COURSE DESCRIPTION
3. LEARNING GOALS
4. SCHEDULE OF TOPICS AND ACTIVITIES
5. LIST OF COURSE MATERIALS
6. INSTRUCTIONS FOR BLACKBOARD, BLOGS AND OTHER SOCIAL MEDIA
7. COURSE ASSIGNMENTS
8. GRADING CRITERIA AND POLICIES
9. ATTENDANCE AND LATENESS POLICIES
10. POLICIES FOR MAKE-UP EXAMS
11. CLASSROOM MANAGEMENT POLICIES
12. STATEMENT REGARDING ACADEMIC HONESTY
13. DISABILITIES STATEMENTS
14. INFORMATION ON WRITING AND OTHER ACADEMIC SUPPORT AVAILABLE TO STUDENTS

ITEM 1: CONTACT INFORMATION

- Name of the instructor
- Name of the course (Marketing Foundations), course number (MKT 3000) and section marker (e.g., CMW)
- Office location (carrel if part time)
- Office hours
 - A rule of thumb for full-time faculty is to schedule at least one office hour on each teaching day; many faculty members also indicate availability by appointment.– Faculty are expected to post office hours outside their offices and to be available during those hours.
 - Adjunct faculty teaching six or more hours in a given semester receive pay for an additional hour per week. Use of that hour as a regular office hour is possible; this should be discussed with the department chair.
- Email address
 - A helpful approach is to indicate the days/hours when you are most likely to check email and respond.
 - State whether assignments are acceptable digitally (via email or Blackboard or Blog@Baruch).

- Phone
 - Office phone and/or other numbers at discretion of instructor.
 - May indicate the times when the instructor is most likely to check for messages.
- Fax number
 - Indicate whether and under what conditions faxed assignments will be accepted.

ITEM 2: COURSE DESCRIPTION(content/goals/objectives/themes)

Description of the course content, goals and/or objectives is helpful. Generic descriptions are available from the [Baruch College Bulletin](#) (UG or G), but individual faculty members might like to present alternative descriptions. These should be congruent with those in the *Bulletin*. (If the course has evolved away from the *Bulletin* description significantly, the description should be changed for the next edition.) Descriptions employed in different sections of multi-section courses should be similar.

ITEM 3: LEARNING GOALS

All syllabi should include learning goals—clear indications of what your students will leave the course being able to **do** (e.g., at the end of this course you will be able to: identify, describe, and compare and contrast, the theoretical concepts covered in class; summarize the reasons for [x]; cite five [y]; etc.). Good learning goals make your expectations of students clear. Choosing the right active verb is helpful, such as: *cite, define, describe, identify, list, arrange, classify, defend, explain, apply, change, demonstrate, interpret, analyze, calculate, contrast, debate, outline, solve, assemble, compare, contrast, criticize, evaluate, interpret, justify...* etc. [Some further guidelines \(and more verbs\) for writing learning goals](#). Courses that meet in multiple sections should have the same learning goals. If you don't know the goals for a course you've been asked to teach, ask the department chair or the course coordinator.

ITEM 4: SCHEDULE OF TOPICS AND ACTIVITIES

Schedules can be general (just the topic) or specific (with designated reading/study questions etc.). Specificity, when feasible, allows students to budget their time and to plan their off-campus work schedule. Your schedule may be presented as provisional—subject to revision as the semester progresses.

Items that might appear include:

- what will be covered/what preparation (e.g., reading) is expected
- when assignments/papers are due
- when exams will be given and what they will cover
- date by which a course needs to be dropped by the student to receive a grade of W—a non-predjudicial withdrawal. [This link contains some sample class schedules](#).

ITEM 5: COURSE MATERIALS

Books and other materials required, recommended, or on reserve in the library should be listed, with editions specified as appropriate. The most convenient place for Baruch students to buy textbooks is the Baruch College Bookstore, located on the first floor of the Vertical Campus. Prices for new and used (and rented) books at the Bookstore are competitive and ordering books is easy, and students may use their financial aid there. Asking off-campus stores to stock books for your courses means that your students will be inconvenienced by having to purchase books at more than one location. See the [“Bookstore” entry in the Faculty Handbook](#) for information on ordering through the College Bookstore.

ITEM 6: REFERENCES TO BLACKBOARD OR OTHER ONLINE MATERIALS

[Follow this link for examples of how some colleagues refer to Blackboard sites on their syllabi](#). Blackboard allows instructors to create, deliver, and manage web-based educational technologies for courses. Blackboard course pages are easy to create. Instructors use built-in templates to create announcements quizzes, and external links. Other course materials can be created in a similar fashion, or can be written using any software you choose, and then uploaded into the Blackboard course site. For more

information on Blackboard contact Kevin.Wolff@baruch.cuny.edu. The Baruch Computing and Technology Center (BCTC) holds training sessions in the use of Blackboard. Some members of the faculty prefer Blogs@Baruch to Blackboard (or use both). For more information on B@B, contact the Center for Teaching and Learning.

ITEM 7: COURSE ASSIGNMENTS

(assignments, examinations, presentations, etc.)

The nature and number of course requirements should be spelled out. Clarifying the purpose of a requirement (to make sure the student has read and comprehended a text, to develop communication skills, to test the students ability to synthesize information, to develop the students capacity to work together, etc.) can result in better student work.

ITEM 8: GRADING CRITERIA AND POLICIES

The fairest way to grade is to establish and communicate grading criteria from the start and to follow those criteria as systematically and objectively as possible. The weighting of specific assignments/examinations is often expressed as a percentage of the total grade. Overwhelming emphasis on a single examination or paper, especially at the end of the semester, makes it difficult for students to learn from errors. For information on our grades and what they mean see the [“Grading” entry in the Faculty Handbook](#). When class participation figures in determining the grade (many instructors point out that good participation cannot take place without prompt attendance), the instructor should communicate her/his expectations and, perhaps, the rationale. [This link takes you to a discussion of why “participation” \(explicitly labeled “contribution”\) may be so important for some classes.](#)

ITEM 9: ATTENDANCE AND LATENESS POLICIES

An attendance policy is up to the faculty member, within reason. Extreme, arbitrary policies (e.g., a single absence will mean an F for the course) will be subject to appeal. Attendance and lateness clearly play a role in class participation. Instructors have the right to weigh attendance, lateness, and class participation in determining grades. If attendance (or lateness) informs your grading, you must do it systematically, apply the results consistently to all students in a class, and state your policies in your syllabi. The same is true for “participation”: if it informs grading, it should be assessed consistently according to a rubric that apprises students of your expectations and appears in your syllabi.

Some students observe religious holidays. (A list of holidays compiled each year by the City of New York may be found at <http://www.nyc.gov/html/dot/html/motorist/alternate-side-parking.shtml>.) Please take religious holidays into consideration in scheduling exams and assignments: we must permit those who observe religious holidays an opportunity to make up any missed assignments or exams; students are responsible for making up any missed work.

ITEM 10: POLICY REGARDING MAKE-UP EXAMS

When a student who is otherwise passing a course misses the final exam, s/he should be given the grade s/he has earned: in other words, if the exam is worth 30% of the grade and the student received straight A's on all of the other work of the course, he or she has earned a grade of 70% (presumably a C or D). The student should not be given an INC (Incomplete) unless he or she has arranged with the instructor in advance to turn in work or to take an exam late. INC is not the correct grade to use if a student simply does not appear for a final or does not turn in a final paper. Students who have earned an INC must take a make-up exam (or turn in a paper) no later than the end of the following semester to avoid the INC automatically turning into an F (technically FIN). For exams missed during the semester, faculty may schedule make-ups at their discretion. Not offering make-ups or other arrangements (such as averaging grades from other exams) risks penalizing students for documented illness. (See the [Bulletin](#) or the [“Grading” entry in the Faculty Handbook](#) for more information on grades.)

ITEM 11: CLASSROOM MANAGEMENT POLICIES

Behavior acceptable elsewhere might not be appropriate in classrooms. Faculty members have discretion in this regard and should make clear what the boundaries are—and not necessarily only in classes for freshmen. Some of the classroom behaviors that are subject to faculty discretion include seating (assigned general seating; a separate area for late arrivals), eating, sleeping, private conversations, use of cell phones and other technology (one can restrict use of laptops to the taking of notes), use of dictionaries—especially during exams, etc. [This link contains some examples \(from freshmen syllabi\) of faculty statements on classroom management.](#) For more extended discussion of classroom management, see the [“Classroom Management” page in the Faculty Handbook.](#)

ITEM 12: STATEMENT(S) REGARDING ACADEMIC HONESTY

Faculty approaches to these issues range from explanations of the centrality of honesty to the academic process to threats of punishment if the student is caught cheating or plagiarizing. Students should understand these issues from the start of the semester, including definitions of cheating and plagiarism. (Discussion works best, but instructors may refer students to [the college’s own definitions](#) and ask them to certify that they have read and understood them.) If a student commits an act of academic dishonesty and admits to it, the sanction is usually up to the faculty member, but the range of potential sanctions must be spelled out. To enable the college to keep track of first time violators, names should be communicated to the Office of the Dean of Students. Here are links to more on [Baruch College policies](#) and to [examples of how the issue of academic honesty is approached on some colleagues’ syllabi.](#)

ITEM 13: DISABILITIES STATEMENTS

The Provost circulates a memo each semester that discusses the colleges policies regarding students with disabilities based on the principle of reasonable accommodation. The memo contains a paragraph meant to be read aloud to students. Copying and pasting that paragraph into a syllabus could be very helpful to students with disabilities. [The Provost’s memo is available here.](#)

ITEM 14: INFORMATION ON WRITING AND OTHER ACADEMIC SUPPORT AVAILABLE TO STUDENTS

Baruch College offers a wide range of services including tutoring, support for writing and speaking English clearly, general academic advisement. For a more complete list and description, see: <https://provost.baruch.cuny.edu/facultyhandbook/academicsupportservices/>

* * * * *

COMPLETE SYLLABI

Several of the links above are to excerpts from syllabi prepared by the colleagues listed below. We are indebted to them for their willingness go public. The complete syllabus for each course is linked below:

[Paul Arpaia, History 1003](#)

[Bert Hansen, History 1000](#)

[Helaine J. Korn, Business Policy \(BPL\) 5100](#)

[Nancy Aries, IDC 3001H](#)

[Nancy Aries, PAF 9120](#)

[John Casey, PAF 9120](#)

[Dan Williams, PAF 9140](#)

Additional syllabi have been posted below in the order received. As mentioned above, please feel free to send syllabi significantly different from those included here to Associate Provost, [Dennis Slavin.](#)

[David Potash, History 1000](#)

[Dennis Slavin, MSC 1005](#)

[Gary Hentzi, English 2850](#)

Academic Integrity at Baruch College: Summary for Faculty

More than 50% of college students in the U.S. report that they have recently committed acts that we as faculty would label as “cheating” or “plagiarism.” The best way to prevent academic dishonesty is through clear communication and dialogue: faculty members should define in writing and through discussion what we mean by academic dishonesty and explain why it is antithetical to learning and unacceptable in our classrooms. (Potential sanctions should be on the syllabus.) Such messages should be reinforced throughout the semester and throughout the college community.

Syllabus and Discussion best practices

The academic integrity committee urges members of the faculty to include a syllabus item that underscores the importance of academic honesty, outlines the penalties for dishonesty, and makes clear that acts of dishonesty will be reported to the Office of the Dean of Students.

- At this link you can peruse some [sample syllabus items](#).
- See below for more on the reporting process.

Discussing the syllabus item early in the semester (with later reminders) provides important reinforcement. Although ignorance of our rules is not a legitimate excuse, many college students are indeed ignorant of the norms of college classrooms, which, in many cases diverge from those of high schools. Baruch College is one of the most culturally diverse campuses in the nation, with students from more than 100 countries. Moreover, faculty preferences about collaboration on some types of assignments, for example, runs the gamut from forbidden to encouraged: make sure your students know the rules in your classroom. Clear definitions of cheating and plagiarism (contained in the college’s [Academic Honesty](#) statement) can be very helpful, as can explanation of the seriousness of academic integrity and the consequences of violating it.

- You might like to refer your students to the [Student Guide to Academic Integrity](#), written by Baruch students.
- Baruch’s [online plagiarism tutorial](#) provides explanations, exercises, and examples. A self-test associated with the tutorial is available via Blackboard. To import the self-test into your class Blackboard site, contact **Prof. Aisha Peña** (Library) at 646-312-1611 or Aisha.Peña@baruch.cuny.edu
- Plagiarism can occur intentionally or unintentionally. Unintentional plagiarism, called “patchwriting” in a [national study of plagiarism](#) conducted by Prof. Rebecca Moore Howard of Syracuse University, is an opportunity to teach students about ethically incorporating the ideas of others into their own work. A good, free, online resource to help students understand plagiarism and incorporating sources is the [OWL \(Online Writing Lab\)](#) at Purdue University.

Baruch College Policies

Our policies and step-by-step procedures are articulated in the [Faculty Guide to Student Academic Integrity](#). (You might also like to refer to [CUNY’s Academic Integrity Policy](#), as revised July 2011.) Baruch’s **two key principles** are that faculty members are responsible for grades and that all cases should be reported to the Office of the Dean of Students:

1. **Faculty members are responsible for grades.**

- The instructor brings the alleged act of academic dishonesty to the attention of the student as soon as possible.

- If the student admits to the act of academic dishonesty, the instructor is entitled to give him/her the academic sanction described in the syllabus, including an **F** for the assignment/exam or for the course itself. **Potential penalties must be stated on the syllabus and reiterated in class. We recommend a range of potential sanctions, including an F for the course.**
 - If the student disputes the accusation, she or he is entitled to due process. The final grade should be **PEN** (i.e., pending), with the word “purposeful” in the Comments column. **Please note that use of the PEN grade is limited to academic integrity cases.**
 - The case must be referred to the Office of the Dean of Students, using the **Faculty Report Form: [online version](#).**
 - Note: if the accusation comes during the semester (versus at the end of the semester), the instructor also must refer the case to the Office of the Dean of Students.
 - While students often dispute accusations initially, they usually confess within a few weeks—**these issues tend to be resolved quickly.** Students are entitled to due process, but cases very rarely move as far as a hearing—only a small handful cases (of hundreds) per year.
 - In light of CUNY policies that permit students to retake and expunge from their GPA several courses they have failed, some members of the faculty prefer to award a grade of **D**, assuming it is included as a possibility on the syllabus.
2. **All cases should be reported.**
- The purpose of reporting is not punitive, although in some cases punishment, including suspension or expulsion, may follow. The purpose is educational, and it seems to work: very few students have been reported more than once. Obviously, reporting is key to the process, so that a student cannot falsely claim never to have cheated or plagiarized before.
 - **Accusations and resolutions should be reported as soon as possible to the Office of the Dean of Students using the Faculty Report Form: [online version](#).**

Discouraging cheating during exams (also see [Exam Proctoring webpage](#))

- Announce policies and procedures in classes before the exam and reiterate them at the exam.
- Proctor carefully and make sure any assistants know the rules and procedures.
- Forbid use of any electronic devices, including cell phones.
- Ask students to use the restrooms before the exam begins.
- Seat students apart (when possible).
- Issue multiple versions of exams. The exams can have the same questions in different order, or, if multiple choice, with only the choices scrambled. Consider using different colored paper for the different versions, allowing you to see if students next to each other have the same exam. (Alternatively, exams of the same color make it impossible for students to know who else has the version they have.)
- Do not recycle exams from class to class, semester to semester, year to year. (Some student groups maintain files.)
- If you use blue books, hand out only as many as needed and be sure to collect extras. (Students have been known to take extras home and write in them as preparation for other exams.)
- If you use blue books, mark your them inconspicuously (perhaps numbered on the back) so that a student will not be graded on work in a blue book he or she brought to the exam.

Discouraging plagiarism (also see [Plagiarism webpage](#))

- Define plagiarism clearly and clearly convey that you will not tolerate it. Some definitions are available on Baruch’s [Academic Honesty web page](#).
- Plagiarism can occur intentionally or unintentionally. Unintentional plagiarism, called “patchwriting” in a [national study of plagiarism](#) conducted by Prof. Rebecca Moore Howard of Syracuse University, provides an opportunity to teach students about ethically incorporating the

ideas of others into their own work. A good, free, online resource to help students understand plagiarism and incorporating sources is the [OWL \(Online Writing Lab\)](#) at Purdue University.

- As mentioned above, Baruch's [online plagiarism tutorial](#) provides explanations, exercises, and examples.
- Create writing assignments that require students to synthesize materials from different sources (compare/contrast) or to use materials discussed/provided in class.
- When students have handed in written work such as a substantial paper, ask them to write a summary *in class* of its main points and how they made them.
- Baruch College subscribes to **Turnitin.com**, an online database that vets papers for plagiarism. To learn how to gain access to this service and for suggestions about how to use it, contact [Kevin Wolff](#) or ask for him at the Baruch Help Desk: 646-312-1010.

Additional Information

The College's Academic Integrity homepage provides a good deal of additional information, including links to other sites of possible interest:

<https://provost.baruch.cuny.edu/facultyhandbook/academicintegrity/>

CUNY's Academic Integrity Policy, revised Fall 2011: [PDF File](#)

Comments/Questions

This summary was prepared by [Associate Provost Dennis Slavin](#), with the assistance of members of the college's academic integrity committee. Please feel free to suggest changes for the next version.



CHEATING & PLAGIARISM

Student Myths and the Facts

1

STUDENT MYTH #1 *Cheating and plagiarism are victimless crimes.*

FACT: There are many victims, for example:

- Students who do the work are being ripped off: many courses are graded on curves, so an undeserved B for a cheater might mean a lower grade for someone who worked hard;
- employers and the general public have the right to assume students have learned the content of their courses (imagine being operated on by someone who cheated his/her way through medical school); and
- the ignorance and ethical lapses of cheaters reflect badly on the reputation of the College.

2

STUDENT MYTH #2 *Most faculty members don't care.*

FACT: Some faculty members have felt helpless when faced with academic dishonesty, mostly owing to ignorance of our procedures and of the support the administration provides. This bookmark is one attempt to address those issues.

3

STUDENT MYTH #3 *Faculty can't check my sources.*

FACT: The Internet facilitates both plagiarizing and checking for plagiarism. Usually, plagiarized text is easily identified as having been written by someone other than the student.

4

STUDENT MYTH #4 *Everyone does it. Honest people don't make money.*

FACT: Think of this the other way around: Jails are filled with people who are broke—dishonest people usually don't make money. Most are caught and disgraced, and the rest of us are alerted to those whose dishonesty will ultimately injure our businesses or professions.

MYTH Shared by Students and Faculty

Nothing can be done to lessen the amount of academic dishonesty.

FACT: Talking about the rules, their basis in the educative mission of the College and the consequences of violating them, has been shown to cut rates of cheating and plagiarism by 50 percent or more. Many tips for creating assignments that discourage dishonesty are available through our **Academic Integrity Website:** www.baruch.cuny.edu/facultyhandbook/AcademicIntegrity.htm. (From the Baruch homepage, look under Academics for the Faculty Handbook; go to the index.)

4/07

CHEATING & PLAGIARISM

Faculty Myths and the Facts

1

FACULTY MYTH #1 *If I report a violation of academic integrity, I'll become enmeshed in a long and complicated process. Power to grade the student will be taken from me, and, in the end, nothing will happen.*

FACT: The process usually unfolds quickly. As long as the instructor has communicated his/her policies on the syllabus, the grade for a student who admits to the violation is left to the faculty member. (Sample policies: Cheating or plagiarism will result in an F for the assignment, an F for the entire course, or an opportunity to redo the assignment.) Students are entitled to due process, but cases rarely move as far as a hearing—only one or two cases out of hundreds per year.

2

FACULTY MYTH #2 *Not reporting the violation (i.e., dealing with it informally with the student) is more humane and efficient.*

FACT: The purpose of reporting to the Office of the Dean of Students is educative, not punitive. And reporting allows the College to maintain a student's history, so that he/she cannot claim with impunity never to have cheated or plagiarized before.

3

FACULTY MYTH #3 *Students know what behaviors are wrong.*

FACT: Students' first line of defense is that they do not understand the rules. Whether they do or not, as educators our jobs include teaching them the rules of the academic world and the consequences of violating them. (Many of those rules, of course, correspond to those they will have to live and work by after they graduate.) As members of one of the most diverse campuses in the nation, we should recognize that cultural differences make that job both more difficult and more important.

4

FACULTY MYTH #4 *Proctoring exams sends a message to my students that I don't trust them.*

FACT: Many students express deep resentment toward faculty members who, by not proctoring carefully, signal that they don't care if students cheat.

5

FACULTY MYTH #5 *If I punish a student for a violation of academic integrity, I'll be sued.*

FACT: Lawsuits over these issues are very rare. The vast majority of them come about when a faculty member does not establish and follow written policies.

BaruchCOLLEGE
The City University of New York

Classroom "Management"

Last updated on 8/12/19

Discussions with members of the Baruch faculty, staff, and administration have led to a broad consensus around several issues, including the need for the items listed here to be discussed and implemented at the departmental level, with support from the college's administration through orientation and other efforts.

The list below reflects a consensus and is advanced here for consideration by individual members of the faculty and by departments. These items should not be construed as requirements; they are suggestions from which faculty and departments are invited to pick and choose as seems appropriate to their discipline. Many of these suggestions may seem obvious; further suggestions are welcome.

1. Consensus arose around **the importance of communication**: absent clear guides to classroom behavior, some students have no idea what behaviors are inappropriate. In light of contemporary norms--talking in cinemas, cell phones at concerts, feet on subway seats, litter thrown on the ground--less than respectful behavior might not be surprising, even in a college. Faculty should make clear to students (preferably both orally and in writing) that the classroom environment is a special one, with special normative behaviors. Syllabi distributed and discussed at the first class session are an important tool for communicating these precepts.
2. Most **students appreciate having limits clearly articulated and enforced**. Those limits can include: phones and beepers turned off; no leaving class for calls; a request that students visit bathrooms before or after class, not during; no talking while the instructor is talking; no sleeping; questions to be directed to the instructor; no reading of materials unrelated to the class; no use of laptop computers other than for taking notes, etc.
3. **Student responsibilities** regarding less banal aspects of behavior (including the need to prepare for class) similarly **should be spelled out**, preferably through a written syllabus, as well as orally.

For a thought-provoking view of student responsibilities that encourages members of the faculty to articulate these in the context of their own responsibilities, see Bill Taylor's

["Letter to My Students"](#) (which also may be accessed from the [Academic Integrity](#) page of the Faculty Handbook website). Again, anyone who wishes to incorporate this approach is invited to pick and choose.

4. Faculty who do allow students to talk or to leave the room during a lecture help to create/reinforce bad habits that students then bring to other classrooms. **The absence of stated limits encourages bad behavior, as does faculty disregard of cheating during exams, or plagiarism on written assignments.** Multiple-choice exams may be unavoidable in classes with many students, but administering the same MC exam to students sitting next to each other invites cheating: when possible, students should be seated in alternate seats and several versions of exams should be administered. (Different versions can be on different colored paper; the differences can be limited to the order of the questions. Here, as elsewhere, departments should develop their own best practices.) Faculty may insist that students use restrooms before the exam starts and should not themselves leave the room during exams.
5. **Some disruptive behaviors by students yield to tricks of the trade.** They can be asked to change seats. In larger classes, students can be assigned seats alphabetically (or in other ways that discourage friends from sitting together); the seat assignments can be recorded and can serve as aids to taking attendance and to calling students by name. Students can be asked to supply photocopies of their ID photos, helping faculty learn names. Taking attendance is important not merely because of regulations that students attend a certain number of hours, but because it alerts the college to potential problems of individual students and helps lessen the sense of anonymity. Warning students who have missed classes that they risk a lower grade for over-cutting is a good idea--despite information on a syllabus and elsewhere, they may be unaware of attendance requirements--but warning them and not following through risks cynical disregard.
6. **If a student's behavior is disruptive, the faculty member should ask him/her to stop that behavior.** As suggested above, the key is communication: disruptions show disrespect for the instructor, fellow students, and the educational environment. If the disruptions persist, asking a student to change seats is reasonable, as is asking him/her to leave the classroom. If necessary, the Department of Public Safety can be called to insure that a student leaves as requested (x3333 -- there are phones in all classrooms of the NVC). The names of students who are disruptive can be sent to Annie Virkus-Estrada (NVC 3-175; 646-312-4570).

7. **Late arrivals are always disruptive to some degree:** a separate seating area near the door can minimize this disruption. Faculty may discourage these by counting a certain number as the equivalent of an absence. Faculty who are not ready to begin lessons on time set a bad example.
8. **General issues of respect for the institution** include respecting the classroom environment and the staff who clean the rooms. Faculty may bar eating and drinking from the classroom, but if they allow food consumption they should ask students to dispose of refuse correctly.
9. **Departments are urged to follow procedures regarding peer observations** (all untenured faculty, including adjuncts, need to be observed during each of their first ten semesters teaching; tenured faculty may be observed once each semester) and to standardize their approach to observation and post-observation reports. (The relevant portion of our collective bargaining agreement is available [here](#).) In addition, faculty should be encouraged to sit in on colleagues' lectures. A helpful practice would be for one or more members of a department to agree to be observed in this way. Standard departmental approaches to creating and maintaining a file of current syllabi also are encouraged.





Registrar's Office

Office of the Registrar

151 E. 25th Street, Room 850

New York, NY 10010

646-312-1150

www.baruch.cuny.edu/registrar

Office Hours

Monday - Thursday: 9:00am-6:00pm

Mission Statement

The Office of the Registrar is charged with being the official academic record-keeper of the College. Using the principles of **Performance** (providing excellent customer service to all constituencies on a continuous basis), **Integrity** (conducting business in a professional manner by abiding by the rules, regulations, policies and procedures set forth by the University, the college and outside regulatory agencies), **Innovation** (using all facets of currently available technology and continually searching for new, pioneering and additional methods to accurately record, store and distribute academic records) and **Partnership** (working as a cohesive team within the office, the Enrollment Management division and campus wide to aid in facilitating the colleges' strategic plans) we will uphold the mission of the office.

Student Grade Submission using CUNYfirst

Student grades are submitted through CUNYFirst (City University of New York Full Integrated Resources & Service Tool).

Please visit the following link for information on how to submit and post your grades. Please pay careful attention to the various drop down indicators such as Grade Roster Type, Midterm, Final grade.

[Instructions to Submit Grades using CUNYfirst](https://www.baruch.cuny.edu/registrar/faculty-and-staff/documents/Enter-Grades-Using-the-Grade-Roster.pdf)

<https://www.baruch.cuny.edu/registrar/faculty-and-staff/documents/Enter-Grades-Using-the-Grade-Roster.pdf>

Everyone in the campus community must claim their EMPL ID. Please visit the following link:

[Instructions on claiming CUNYfirst account and other CUNYfirst how-to guides](http://www.baruch.cuny.edu/cunyfirst/faculty.html)

<http://www.baruch.cuny.edu/cunyfirst/faculty.html>

Similar to WebGrade, you may access the system from any internet-accessible computer using a web browser. The system allows you to enter your final grades, review, save, revisit, confirm and "click" to post.

As with any new system, familiarity is key, please visit the CUNYfirst site and review the instructions to submit grades.

Baruch College employs several grades in addition to the traditional letter grades. They are listed in official location, such as Non-Traditional Grade.

For technical assistance using CUNYfirst, contact the BCTC Help Desk at 646-312-1010.

For questions related to grading policy and due dates contact the Office of the Registrar at 646-312-1195.

"Traditional" Grades

The percentage equivalents (see "grade scale") are given to guide those who compute grades on the basis of 100%.

UNDERGRADUATE/GRADUATE GRADING

LETTER GRADE	GPA VALUE	GRADE SCALE
A	4	93.0-100.0
A-	3.7	90-92.9
B+	3.3	87.1-89.9
B	3.0	83.0-87.0
B-	2.7	80.0-82.9
C+	2.3	77.1-79.9
C	2	73.0-77.0
C-	1.7	70.0-72.9
D+	1.3	67.1-69.9
D	1	60.0-67.0
F	0.0	Below 60
WU	-	-
PEN	-	-

Questions: Associate Registrar, Beverly King: Beverly.king@baruch.cuny.edu or 646-312-1195.

For additional information on the meaning and implication of each grade, see the [Baruch College Bulletin](#) (Undergraduate and Graduate).

Non-traditional Grades

Listed below are the official grades for Baruch College. They apply to both undergraduate and graduate students except where noted. For guidelines to the use of traditional grades (A, A-, B+ etc.) see far below. Baruch College employs several grades in addition to the traditional letter grades. Any **questions** should be addressed to the college's Associate Registrar, Beverly King: Beverly.king@baruch.cuny.edu or 646-312-1195.

Grade	Grade Name	Explanation
INC	Incomplete Term Work	Students who for valid reason do not complete the work assigned (including final exams, papers etc.) when the students has earned an average term grade of 50% or better and in your view has a reasonable chance to pass the course and the student has been in touch with you before the final (or due date of a final paper or project) and you have given your permission for an incomplete (INC). If not resolved converts to FIN at the end of the following semester.
AUD	Auditor	The student must have requested the status of auditor at the start of the semester. If a student in your course officially applied for auditor's status, a grade of "AUD" will appear in the grade column. This grade cannot be assigned by the Instructor.
P/NC	Satisfactory Completion	The grade of "P" can be used for undergraduate students in the Weissman School of Arts & Sciences who have been approved for pass/fail option by the third week of classes or noncredit or tutorial courses (e.g. ENG 132, CSTM 120). Please refer to Undergraduate Guide to Academic Policies and Procedure in the Undergraduate Bulletin. It can also be used in the graduate thesis or research course. P/NC grade will be in place for research courses when a thesis has not been completed but progress has been made. Graduate students who apply for the Pass (P)/No Credit (NC) option will receive a grade of P if the course is successfully completed and NC if it is not.
PEN	Academic Integrity (Pending)	The PEN grade is the correct grade for a student whose grade is under academic review because of possible infractions of the college's academic integrity policy. The grade is held in abeyance pending due process by the faculty, the Office of Student Affairs and the Dean of students. The final grade will be determined by the instructor and the review process. The PEN grade will remain on the record until the matter is resolved. Furthermore, unresolved

		grades can hinder future registrations. Students may not graduate with unresolved grades.
R	Unsatisfactory Work For Remedial Course	R assigned as a final grade for remedial noncredit courses or tutorial courses only (e.g. CSTM 120, ENG 132, FRO 1000)
W	Official Withdrawal	Without penalty. Student officially withdrew by the due date, a grade of "W" will appear in the grade column.
WA	Administrative Withdrawal	Student did not comply with immunization requirements. The student must comply with immunization requirements or the "WA" grade will be permanent - no grade changes will be allowed.
WD	Withdraw Drop	A non-punitive grade initiated by a student when a class is dropped via CUNYfirst after the financial aid certification date but before the published withdrawal period (usually, the 2nd and 3rd week of classes). The course and grade will not appear on transcripts. If a student never attended the class, a WN will replace this grade after the instructor has submitted his/her attendance verification roster.
WN	Never Attended (Administrative Withdrawal)	WN should be given if the student has never attended a class and there is no documented evidence of the student's participation in a course. The establishment of a WN grade provides necessary information concerning attendance; this is a requirement of Federal Title IV regulations for the disbursement of financial aid to students. WN cannot be assigned during final grade roster submission and therefore the option is not available in CUNYFirst grading. Contact the Registrar's Office if you have a question.
WU		WU Withdrew Unofficially. Should be assigned to a student who attended at least one class session, stopped attending class, and did not take the final exam (or hand in a final paper or project).
Y		An intermediate grade assigned after the first of a two-semester, or the first two of a three-semester, Honors sequence to signify work in progress. (Honors courses numbered 6001(H), 6002(H), 6003(H)). The "Y" grade is not included in calculating the grade point average. Each "Y" grade is replaced by an appropriate letter grade when the sequence has been completed.

Observation (Peer)

Last updated on 1/12/2015

The following is excerpted from Article 18 (Professional Evaluation) of the ***Agreement between Professional Staff Congress/CUNY and the City University of New York, February 1, 1996-July 31, 2000*** (pp. 35-36). Please note that 18.2.b.1 indicates that all non-tenured faculty *shall* be observed at least once each semester and that tenured faculty *may* be observed once each semester.

Article 18 Professional Evaluation

[18.] 2 (b) Teaching observation, as described below, is one factor in total evaluation of academic performance of the teaching staff.

1. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class during the first ten weeks of a semester. The employee shall be given no less than 24 hours of prior notice of observation.

Tenured and certificated members of the teaching staff may be observed once each semester.

2. a) Each department P & B committee shall designate a panel, the size to be specified by the chairperson, of department observers (which shall include members of the P & B committee). The department chairperson shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairperson, a written observation report to the department P & B committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.

(b) The department chairperson shall schedule the post-observation conference for the employee within two weeks after receipt of the written observation report. The post-observation conference shall include the employee and the observer. Either a member of the P & B committee or a member of the department with the rank of tenured Associate Professor or tenured Professor may be assigned by the chairperson at the request of the employee or the observer.

(c) Following the post-observation conference, the P & B representative or the assigned senior faculty member shall prepare a record of the discussion in memorandum form for submission to the chairperson. If the post-observation conference includes only the observer and the employee, then the observer shall prepare the record of the discussion in memorandum form. The original conference memorandum shall be placed in the employee's personal file. The employee may have a copy of this document provided a signed receipt is tendered. The observation report shall be placed in the personal file.

(d) In the event that the observation or post-observation conference is not held within the time stipulated herein, the employee shall, within ten (10) working days thereafter, file a request for an observation and/or conference with the chairperson. A copy of that request shall be sent to appropriate dean and the Office of the President. Failure of the employee to file the request within the stipulated time shall bar the employee from subsequent complaint regarding such non-compliance with Article 18.2 (b), 2 b) or c). Upon the receipt of the request, the college shall cause appropriate remedial action to be taken, including, if necessary, scheduling of an observation and/or observation conference by the dean or President or their designee.

(e) After ten (10) semesters of service, teaching observation for adjunct personnel shall be held at the request of the chairperson or the adjunct.

Student Engagement

A notable tendency among Baruch students is to vanish as soon as their classes are over -- to attend the college "as though they were double parked." Given that many students work long hours, such tendencies are perhaps not surprising, but they are also not educationally optimal.

Many educators believe that students often learn as much or more through engagement with faculty outside of the 75-minute class session as during the prescribed lecture/classroom discussion. Such engagement might consist of brief conversations immediately before or after class or more extended advisement sessions in a faculty member's office. Advice can range from encouraging students to get involved with extracurricular activities to helping them design research projects in a discipline -- especially around topics of interest to the students.

Faculty can play an enormously important role by getting involved with student activities outside of class. Student clubs, for example, benefit greatly by the involvement of a faculty member, as do activities like the radio station.

Involvement in the education of our students through meaningful advisement and counsel is a vital goal. At a minimum, faculty availability for students around the time of a class to review or elaborate on topics discussed -- even to discuss why a student received a particular grade -- is a necessary component to a good education. Informing students of office hours and being sure to be available during those hours also is necessary. Office hours should always be posted outside the instructor's office.



Courses at Baruch College for the Pathways Common Core

REQUIRED CORE – four courses

I. English Composition – both courses are required

1. ENG 2100: Writing I
2. ENG 2150: Writing II

II. Quantitative Skills - one course is required

3. Math 2140: Mathematics and Quantitative Reasoning
STEM VARIANT—Math 2003: Pre-Calculus and Elements of Calculus
STEM VARIANT—Math 2205: Applied Calculus II
STEM VARIANT—Math 2207: Applied Calculus and Matrix Applications
STEM VARIANT—Math 2610: Calculus I

III. Life and Physical Sciences - one course is required

4. BIO 1012: Fundamentals of Biology: Human Biology Laboratory
5. BIO 1016: Fundamentals of Biology: Laboratory Research in Genetics, Evolution, and Ecology
6. CHM 1004: Fundamentals of Chemical Laboratory Techniques
7. ENV 1004: Fundamentals of Ecological Research
8. PHY 2001: Fundamentals of Experimental Physics
STEM VARIANT—BIO 2010: Principles of Biology I
STEM VARIANT—CHM 2003: General Chemistry I
STEM VARIANT—PHY 2003: General Physics I
STEM VARIANT—PHY 3010: Quantitative Physics I

FLEXIBLE CORE – six courses

In fulfilling the six-course requirement of the flexible core, students must take at least one course from each of the five categories but no more than one course from any one department, discipline, or interdisciplinary field. For these purposes, POL and PAF are considered to be a single field.

IV. World Cultures and Global Issues

9. ANT 1001: Introduction to Cultural Anthropology
10. HIS 1001: Themes in Global History to 1500 C.E.
11. HIS 1003: Themes in Global History Since 1500 C.E.
12. LTS 1003: Latin America: An Institutional and Cultural Survey (formerly HSP 1003)
13. POL 2260: Introduction to Comparative Government
14. POL 2001: The United States in an Age of Globalization

V. U.S. Experience in its Diversity

15. BLS 1003: The Evolution and Expressions of Racism
16. HIS 1000: Themes in American History
17. HIS 1005: Modern American History
18. PAF 1250: Citizenship and Public Affairs

19. POL 1101: American Government: Practices and Values
20. POL 2332: American Political Thought

VI. Creative Expression

21. ART 1000: Introduction to Design and Visual Communication
22. ART 1011: Art History Survey I
23. ART 1012: Art History Survey II
24. MSC 1003: Music in Civilization
25. MSC 1005: Principles of Music
26. THE 1041: Introduction to Theater Arts

VII. Individual and Society

27. PHI 1500: Major Issues in Philosophy
28. PHI 1600: Logic and Moral Reasoning
29. PHI 1700: Global Ethics
30. SOC 1005: Introductory Sociology

VIII. Scientific World

31. BIO 1011L: Fundamentals of Biology: Human Biology Lecture
32. BIO 1015L: Fundamentals of Biology: Genetics, Evolution, and Ecology Lecture
33. CHM 1003L: Fundamentals of Chemistry
33. ENV 1003L: Fundamentals of Ecology
35. PHY 2002L: Fundamentals of Physics: Theory and Practice
STEM VARIANTS—see above, III. Life and Physical Sciences

COLLEGE OPTION – (one) two, three, or four courses

Students who began taking courses at Baruch before Spring 2015 have a choice of College Options, but almost all students who began in Spring 2015 or later have the single option outlined below. The multiple options are outlined on the Pathways website. The exception to the single option is for students in the Macaulay Honors College, see further below.

College Option for students who began taking courses at Baruch College in Spring 2015 or later

- Students who enter as freshmen or who transfer with **30 or fewer total credits** from an associate program from any college (including non-CUNY regionally accredited colleges) will take all four of the following 3-credit courses:
- Students who transfer with **more than 30 total credits** from an associate program from any college (including non-CUNY regionally accredited colleges) **but without an associate degree** will take the first three of the following courses:
- Students who transfer **with an associate degree** from any college (including non-CUNY regionally accredited colleges) will take the first two of the following courses:
- Students who have transferred from another senior college in which they have completed nine credits of that college's college option, need to take only one of these courses. Currently, Weissman students must take the course in the first position; Zicklin students must take the capstone course; BSPA students may choose between those two courses.

- Students who have transferred from another senior college in which they have completed that college's College Option do not need to take the College Option at Baruch College.
- Students may place out of these courses with appropriate transfer credit but must take at least the capstone course at Baruch to fulfill the College Option.

Course 1: ENG/CMP 2800/2850: Great Works of Literature

Course 2: 4000-level CIC "capstone" course for one of the liberal arts minors

Course 3: 1st 3000-level liberal arts course toward the same liberal arts minor

Course 4: 2nd 3000-level liberal arts course toward the same liberal arts minor

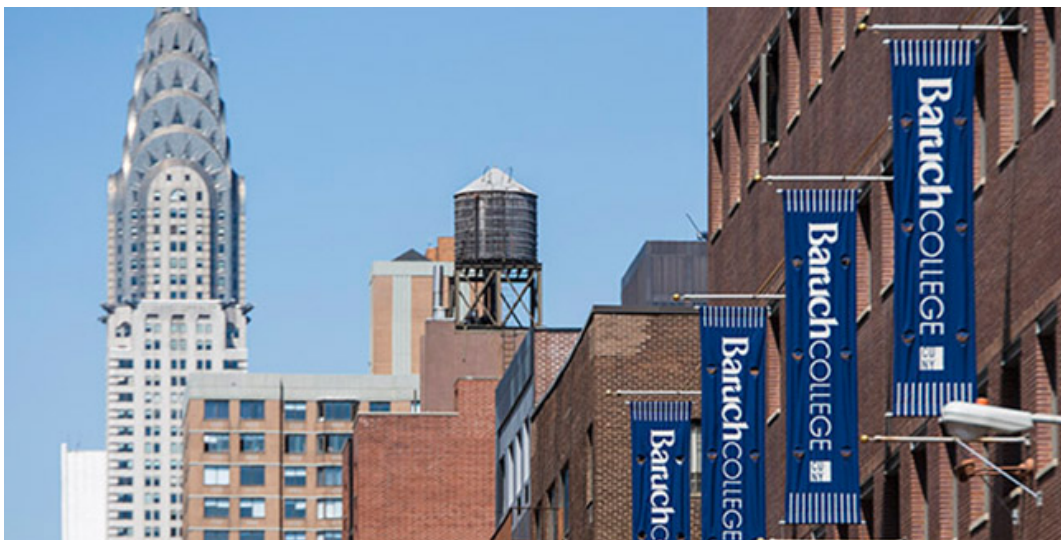
College Option for Macaulay Honors students at Baruch College (all four courses are required)

Course 1: IDC 1001H: The Arts in New York City

Course 2: IDC 3001H: The Peopling of New York

Course 3: IDC 3002H: Science and Technology in New York City

Course 4: IDC 4001H: New York in the Twenty-First Century



Ordering Textbooks

Orders are placed with the Baruch College bookstore. Kindly provide adequate time to process your request, at least 4 weeks in advance. Best practice is to submit your book order to us on or around the cunyfirst deadline. The best way to place your order is through <https://www.facultyenlight.com/>. You can also place your order: in store, call it in at 646-312-4854, or submit it via email (TM8065@bncollege.com). When placing your order please provide your contact information, department, course number, and section. For the book information provide: Title, Author, Edition, Publisher and ISBN.

If you need desk copies here are some publishers' numbers that may come in handy:

Cengage: 1-800-354-9706 ph; 1-800-487-8488 fax

Pearson: 1-800-922-0579 ph; 1-800-445-6991 fax

McGraw-Hill Companies: 1-800-338-3987 ph; 1-800-953-8691 fax

Wiley: 1-800-225-5945 ph; 1-800-597-3299 fax

Penguin Random House: 1-800-733-3000 ph; 1-800-659-2436 fax

MPS: 1-888-330-8477 ph; 1-800-672-2054 fax

To be HEOA compliant please update your information on the CunyFirst website: <https://www.cuny.edu/about/administration/offices/cis/technology-services/#faculty>



Center for Academic Advisement

Our Mission

The Center for Academic Advisement is dedicated to assisting all Baruch undergraduates in taking ownership of their educational experiences. We endeavor to guide students to make responsible choices towards achieving their educational, career and personal goals from orientation to graduation and beyond. We will do this with professionalism, courtesy and respect.

Our Pledge

We, the advisors at the Center for Academic Advisement, pledge to provide Baruch Students with a welcoming and inviting advising experience. We will attend to each student by listening empathetically and responsively. As professionals, we hope to engage you with a positive attitude in an encouraging atmosphere. We endeavor to collaborate with you, so you leave the Center with the resources necessary to reach your academic goals. We aim to be motivating and inspiring.

Academic Probation

Many issues lead to being placed on academic probation. Though you have hit a bump in the road, there are many strategies you can use to get back on the right track. The college is committed to your academic success. We encourage you to avail yourself of the many college resources.

Your academic success is a partnership. Be determined to remain dedicated and focused on earning your Baruch Degree. Baruch faculty and staff will remain steadfast in our commitment to your education. We encourage you to utilize all available resources at Baruch .

For further information and assistance visit the Center for Academic Advisement and meet with an Academic Advisor. Also visit the Academic Success section of the website for additional resources.

The Student Academic Consulting Center (SACC) offers free tutoring services. SACC offers trained peer tutors who will provide assistance that can remedy the undesirable academic situation you are in, getting you back on track to succeed academically. Workshops on study skills and time management are also available to students.

The Student Academic Consulting Center – NVC 2-116

Tele: 646-312-4830

sacc@baruch.cuny.edu

The Counseling Center provides trained clinicians that will help you deal with anxiety or other personal difficulties interfering with your ability to focus and perform well in class. We encourage to speak with a counselor as soon as possible at the Counseling Center.

The Counseling Center

137 East 25th Street, 9th floor

Tele: 646-312-2155

counseling@baruch.cuny.edu

Your academic success is a partnership. Be determined to remain dedicated and focused on earning your Baruch Degree. Baruch faculty and staff will remain steadfast in our commitment to your education. We encourage you to utilize all available resources at Baruch.

For further information and assistance visit the Center for Academic Advisement and meet with an Academic Advisor. Also visit the [Academic Success section](#) of the website for additional resources.

Academic Dismissal

Students who fail to meet the terms of G.P.A. probation will be dismissed at the end of the Academic Year, (begins in the Fall semester and ends after the Spring semester). Dismissal from the College is permanent unless a written reinstatement appeal, made to the Committee on Academic Standing of one of the College's three schools, is successful.

When applying for academic reinstatement, it is important to consider the following:

1. Petitioning for academic reinstatement following academic dismissal has **no** guarantee of approval. You are requesting an exception to the academic policy, so you must have a good reason(s). Before you decide to petition, reflect on your academic path and progress.
2. The underlying reasons for academic dismissal vary widely. Identifying the reasons for your poor academic performance are the first steps to a successful appeal. The most convincing appeals demonstrate the student has identified the problem and addressed it.
3. You are required to include supporting documentation to help your case. Supporting documentation can include a number of different kinds of materials, depending on your circumstances. The following is a list of potential supporting documents:
 - o Academic documentation: i.e. copies of official transcripts or explanatory letters from academic departments or instructors
 - o Medical documentation: i.e. a doctor's note, hospital records, letter from a mental health counselor/therapist
 - o Legal documentation: i.e. accident report, legal summons, court documentation, obituary or death certificate, police report
 - o Financial documentation: i.e. student loan or financial aid information, pay stubs, documentation of financial hardship

The deadline for submitting appeals for reinstatement to the Committee on Academic Standing is November 1st for the Spring semester and April 1st for the Fall semester.

Academic Appeals

THE COMMITTEES ON ACADEMIC STANDING

Each school has a committee on academic standing. These committees adjudicate students' appeals in academic matters. Each committee is composed of faculty, students, and administrators. Information and appeal forms can be obtained in the Center for Academic Advisement and on the Web. These are examples of some of the appeals handled by the committee:

- Request for a withdrawal or W grade in a course or total resignation of all courses after the deadline date to drop courses (10th week of the term)
- Request for reinstatement if dismissed from Baruch College
- Curricular adjustments or academic waivers
- Change of grade initiated by the instructor

All requests should be documented with supporting evidence: medical notes, military papers, etc. The filing of an appeal does not guarantee a favorable decision; the committee weighs all the information presented by the student and arrives at a conclusion based upon the application of College rules and the appropriateness of the request. The student is informed in writing of the committee's decision. Students do not appear before the committee.

Center for Academic Advisement – One Bernard Baruch Way (Newman Vertical Campus Building) – 5th Floor
Room 215

Email: academic.advisement@baruch.cuny.edu

Phone: 646 312-4260 – Fax: 646 312-4261

SACC - Student Academic Consulting Center (Tutoring)

SACC provides academic support services for undergraduate students in about 70 of Baruch's most challenging courses. Subjects covered include business, mathematics, modern languages, natural sciences, and more. Students may schedule appointments for tutoring, workshops, and final exam reviews. Services are available both in person and online. Faculty play an important role not only in raising awareness about SACC's services among their students and encouraging them to participate, but also in recommending prospective peer tutors from among their most successful students.

SACC offers various modalities of academic support provided by professionals and peers, including:

Peer Support

- One-to-one tutoring
- Group tutoring
- Study Groups
- Workshops
- Weekly review sessions attached to high-risk courses

Hours (Fall and Spring Semester)

- Monday: 9 am – 8 pm
- Tuesday: 9 am – 8 pm
- Wednesday: 9 am – 8 pm
- Thursday: 9 am – 8 pm
- Friday: 9 am – 3 pm
- Saturday: 10 am – 4 pm

For further information, including answers to frequently asked questions, see <https://sacc.baruch.cuny.edu/>.

Director: [Michele Doney](#)

Location: Vertical Campus, Room 2-116

Telephone: 646-312-4830



Campus Intervention Team

Baruch's Campus Intervention Team (CIT), which was launched in fall 2008, acts as a support network for students in crisis at the College. The team is a coordinated point of contact to follow-up on concerns about students expressed by other members of the Baruch community. Crisis may manifest itself in many ways, but some examples are:

- Unusual or erratic behavior in class
- Extended absence from class by a typically engaged student
- Written work with troubling themes or references
- Verbal or written threats made by a student toward another student
- Written or verbal expressions of suicidal ideation
- Other actions that cause an alarm or call into question the safety of the student or his/her peers
- Messages on social media with concerning language.

Members of Baruch College's faculty and staff will be the first, in many situations, to witness and question troublesome student behavior. Reporting that behavior to the Campus Intervention Team will accomplish several things. First, it will alert us to a student in need so that we can reach out to the student and offer the appropriate support service, whether it is counseling or general health services, academic advising, disability student services or some other need. Additionally, since any Baruch community member can report a concern, the team may know whether the student's behavior is an isolated incident or something that is pervasive.

The core members of the Baruch Campus Intervention Team (CIT) are:

Annie Virkus-Estrada, Chair
Associate Dean of Students, Student Affairs

Art King
Vice President & Dean of Students

Brandy Peer
Associate Director of Community Standards, Office of the Dean of Students

Sharon Ricks
Executive Director, Undergraduate Advisement & Orientation

Teresa Hurst
Director, Counseling Center

Patricia Fleming
Director, Student Disability Services

Damali Smith Tolson
Director, Student Life

Robert Curry
Director, Public Safety

Amanda Pryor
Residence Life Coordinator, Residence Life

Alise Eramian
Health and Wellness, Dean of Students

If you have not already done so, please visit the CIT website at www.baruch.cuny.edu/cit for more information about Baruch's Campus Intervention Team or to report a concern about a student. We can also be reached at cit@baruch.cuny.edu or 646-312-4570.

FREQUENTLY ASKED QUESTIONS

1. Why should I report my concern to the Campus Intervention Team (CIT)?

Why not just call the Counseling Center?

The Campus Intervention Team (CIT) includes a staff member from the Counseling Center. Reporting your concerns to the Campus Intervention Team ensures that your concern will be immediately directed to a qualified person, who will be able to determine the next best course of action to help a student in need of assistance, whether that means Counseling or another campus resource.

2. What will the Campus Intervention Team do with my report?

The CIT will first determine the most appropriate course of action to take using the information presented in your report. Based on the type of incident or concern, the CIT may contact you in order to get additional information and/or other crucial details. In many cases, the CIT may contact the student you are concerned about to arrange a meeting. The CIT's role is to determine how urgent the situation is and then to recommend or require that the student involved get the proper assistance.

3. What kinds of things should I report to the Campus Intervention Team?

If you have noticed student behavior which is perceived to be harmful to the student him/herself or to others we encourage you to fill out the [Incident Communication Form](#). This behavior may include:

- Unusual or erratic behavior in class
- Extended absence from class by a typically engaged student
- Written work with troubling themes or references
- Verbal or written threats made by a student toward another student
- Written or verbal expressions of suicidal ideation
- Other actions which cause an alarm or call into question the safety of the student or their peers.

4. Can students send concerns about their peers to the CIT?

Yes, students may send concerns about their peers to the CIT. If you are aware of behavior similar to what is outlined above (#4) or have witnessed an incident involving a friend or classmate that concerns you, fill out the [Incident Communication Form](#) and the CIT will follow up with the concern.

5. Will my name be revealed to the student I am concerned about?

If you prefer that your name not be revealed to the student you are concerned about, it will be kept confidential. In some cases, the information you provide will only be known to you and so the student you are concerned about may know its source. The team will always discuss this matter with you before taking any action that would make your identity known.

6. Can I submit an anonymous report about a student?

Yes, you may submit an anonymous report about a student. However it is important to understand that choosing to remain anonymous can pose an obstacle to the CIT. This might occur if the team is in need of additional details or requires critical information that would allow them to help a student in need. We would like to have your contact information in case we need additional information.

7. Will the student I report be "in trouble"?

The student that you report will be given the support and assistance they require by the Campus Intervention Team and other College and community resources. The primary purpose of the team is to provide help to students who are in a state of crisis. When you report a student that you are concerned about, you are ensuring that they will receive the best possible assistance from qualified staff members.

8. How do I contact the CIT?

You can email the Baruch Campus Intervention Team at cit@baruch.cuny.edu. You can call us at 646-312-4570.



Counseling Center

Last updated on 08/7/2018

The Counseling Center is one of several units within the Department of Student Affairs. We offer individual and group counseling to the Baruch community. Our services are all confidential and free of charge. We are located on the 9th Floor at 137 East 25th Street (Annex building-east of the library). To schedule an appointment, you can call the Counseling Center at (646) 312-2155, e-mail us at counseling@baruch.cuny.edu or submit an [online request form](#). We are open Monday through Friday from 9 AM to 5:00 PM.

Services offered by the Counseling Center

The Counseling Center is staffed by licensed psychologists, supervised trainees, and psychiatrists. Our staff helps students define and achieve their personal and academic goals. Personal problems can range from common struggles such as difficulty establishing social supports, difficulty adjusting to a new country, difficulty meeting academic demands, time management, test anxiety, frequent absences, to more severe mental illnesses such as aggressive behaviors, depression with suicidal ideation, panic attacks and other anxiety disorders that can seriously impair a person's functioning. Our psychiatrists provide consultations on students who present with severe mental illness and prescribe medication to these students when necessary.

In addition to one-on-one counseling sessions, group sessions, and psychiatric consultations, the Counseling Center offers workshops, video screenings, and discussion groups. Topics of previous workshops have included Assertiveness, Procrastination, Stress Reduction, Test Anxiety, Asian Students and Cultural Adjustment.

Who can use the Counseling Center?

The Counseling Center offers professional services to anyone who is currently enrolled and registered as an undergraduate or graduate student at Baruch College. Baruch faculty, staff and alumni may be seen for consultation and referral. Non-degree and non-matriculated Baruch students are also seen for consultation and referral.

Further Resources

If you are concerned about a student, **please contact Teresa Hurst, Ph.D., Acting Director at 646-312-2167 for a consultation**. We will help you assess the seriousness of the student's behavior, guide you on how to approach the student to voice your concern, and explain how you can refer them to the Center. Your attention to the student can have the most favorable impact on their decision to get help. You may also go to the [counseling center's website](#) for additional information about the Center..

In the event of an emergency—which means that a student's basic safety is jeopardized—concerned faculty, staff or students may fill out an [Incident Communication Form](#) if they have noticed student behavior which is perceived to be harmful to the student him/herself or to others. This behavior may include:

- Unusual or erratic behavior in class
- Extended absence from class by a typically engaged student

- Written work with troubling themes or references
- Verbal or written threats made by a student toward another student
- Written or verbal expressions of suicidal ideation
- Other actions which cause an alarm or call into question the safety of the student or his/her peers.
- Messages on social media with concerning language.

All reports are confidential and will be handled by members of the Crisis Intervention Team. For additional information, please see (or direct students to) the [counseling center's website](#) or contact the Center using the information below.

Location: 137 East 25th Street (the Annex), Room 927
Director: Teresa Hurst
Telephone: 646-312-2155
Email: counseling@baruch.cuny.



**REFERRING STUDENTS
FOR COUNSELING:**

**A GUIDE FOR FACULTY
AND STAFF**

**Baruch College
The Counseling Center
Room 927, 137 E. 25th Street-9th Floor
(646) 312-2155**

TO REFER STUDENTS FOR COUNSELING FOLLOW THESE STEPS:

1. Be alert to signs of difficulty:

Mood: Extreme sadness, anxiety, anger, mood swings

Physical signs: Deteriorated grooming or physical state; pronounced weight changes; signs of substance abuse: dilated pupils, unsteady gait, slurred words, liquor on breath

Performance: Concentration difficulties, deteriorated performance, unexplained lateness or absences.

Social behavior: Extreme or inappropriate withdrawal or dependency

Speech: Irrational or unusually rapid or slow speech; alludes to problems, worthless or guilty feelings, death or suicide

NOTE: You don't have to pry to detect such difficulties. Usually students signal their distress quite clearly.

2. Take such signs seriously. Don't disregard what you've observed.
3. If possible, meet privately with the student. Allow sufficient time for the meeting.
4. Point out specifically the signs you've observed. Say you're concerned, and ask what's wrong:

“I want to talk to you because I notice you've been late recently, you never participate in class anymore, and you seem troubled. I'm concerned about you. What's wrong?”
5. Discourage quick dismissals (“I'm fine—it's nothing.”) Say you really want to know what's wrong.
6. Listen to the student's explanation. Be open-minded about what you hear.
7. Decide if the problem is a false alarm, an “ordinary” problem, or an emergency:
8. A **false alarm** means that the student apparently doesn't have a problem, or already is in treatment to work on the problem. With false alarms, you needn't do anything further.

9. An “*ordinary*” problem is anything that troubles the student but falls short of an emergency—the student’s basic safety is not endangered. With ordinary problems follow these steps:
 - a) Inform the student about College Counseling Service:
“Did you know we have professional counselors on campus to help with problems like yours? The Counseling Center is located at the Annex building on the 9th floor. You can call or stop by to schedule an appointment.”
 - b) If necessary, address the student’s fears about counseling:
“Going to a counselor doesn’t mean you’re crazy or weak. It’s a sign of health to recognize and get help for a problem.”

“All sessions at the college Counseling Center are confidential and free of charge.”

“The counselors at the Counseling Center are trained professionals. They’ve worked with thousands of students.”

“If you don’t like the counselor you saw last time, I’m sure you can see a different counselor this time.”
 - c) Respect the student’s decision about counseling. If the student doesn’t go now, he or she may reconsider later.
10. An *emergency* means that the student’s basic safety is jeopardized. Examples are severe eating disorders, severe substance abuse, and suicidal urges. Follow these steps:
 - a) If possible, make an appointment with the student in your office or walk the student over to Counseling.
 - b) Whether or not you can set up an appointment, call Teresa Hurst (Director) at (646) 312-2155 to explain the problem
11. If you have questions about referrals or about a difficult student, don’t hesitate to call Dr. Cheng or Dr. Kasnakian.
12. To find out if a student kept an appointment, ask the student to report to you afterward. (Usually students are honest about this.) Since counseling is confidential, counselors are not at liberty to inform you about appointments—unless, of course, there is an emergency situation.

Student Disability Services

Mission Statement

Student Disability Services provides appropriate accommodations to students with disabilities to promote equal access to the college's programs and services. We advocate for and create an accessible college environment for students with disabilities, we support faculty in the classroom, and we provide assistive technology that empowers students to self-advocate and develop the skills necessary to succeed academically.

Once students have self-identified, applied for services, and provided documentation of their disability, our staff works to determine eligibility for reasonable accommodations. Under the Americans with Disabilities Act (ADA), both the student and the College must carry out these responsibilities in a timely manner. Student Disability Services also acts as a liaison between the student and faculty and staff.

TA Grievance relating to either reasonable accommodations or a Baruch program, service, or activity that is not accessible to persons with disabilities should be filed with the Office of Diversity, Compliance, and Equity Initiatives, Baruch College, One Bernard Baruch Way, Box C204, NY, New York 10010.

We are an Equal Opportunity/Affirmative Action College with the City University of New York (CUNY) that encourages campus diversity.

Note: If you are not available for appointments during our regular office hours, please call us (646-312-4590) to request an appointment or schedule a telephone appointment convenient for you and our office staff.

Address & Location

Baruch College
Student Disability Services
55 Lexington Avenue, Box 2-272
New York, NY 10010
Tel. #: 646-312-4590 (for general inquiries & appointments)
E-mail all exams to Disability.Services@Baruch.Cuny.edu

Useful links:

[Reasonable Accommodations: A Faculty Guide to Teaching Students with Disabilities](#)

[Faculty FAQ](#)

From: Jim McCarthy, Interim Provost and Senior VP for Academic Affairs

Students should be reminded in each of their classes of Baruch College's commitment to ensuring full access to all programs for all students, including those with disabilities.

Please convey this message early in the semester. This memo includes general information for faculty and a sample script that you may read aloud. Additionally, we are providing a brief statement that you may put on your syllabus or on your Blackboard site.

General Information for Faculty Members

Baruch College's Student Disability Services (SDS) will meet with any student who has identified as having a disability to determine the need for accommodations or academic adjustments. These accommodations will not conflict with academic standards and are determined on a case by case basis. The student may provide documentation of the disability to Student Disability Services which will determine whether or not accommodation requests are appropriate and reasonable. Students should inform their instructors of their accommodations by sharing their student **Accommodation Card** which has been issued to the student by SDS. The card has the student's photo, their first name, their EMPL, and their accommodations listed on it. (Students who prefer an accommodation letter instead of a card should share the letter with the instructor.) If the student informs you that s/he has a disability and is not registered please refer the student to Student Disability Services. If the professor or the department provides accommodations in the classroom, Student Disability Services is available to provide guidance. Please note that students who are pregnant are also entitled to reasonable accommodations: https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2020/01/Pregnant_Parenting_Students.pdf

Faculty who have questions about the reasonable accommodation process for students should consult with **Patricia Clarke Fleming, Director for Disability Services**. Call (646) 312-4590 or email patricia.fleming@baruch.cuny.edu.

Any student who believes that s/he has been discriminated against based on a disability may file a complaint with diversity@baruch.cuny.edu.

Proposed Script for Announcement in Class:

Baruch College has an office dedicated to serving Baruch Students with disabilities. If you identify as an individual with a disability, and you wish to request accommodations or academic adjustments in order to meet the academic requirements of this course, please visit Student Disability Services, Newman Vertical Campus, Room 2-272, or call (646) 312-4590. Being registered with Student Disability Services is confidential, and is not recorded on your Baruch Academic Record.

Possible statement for Syllabus or Blackboard Site:

It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services located in Newman Vertical Campus, Room 2-272 as early in the semester as possible. All discussions will remain confidential.

For additional information: <https://provost.baruch.cuny.edu/facultyhandbook/disabilities/>



PHONE: 646-312-4012
ROOM: Newman Vertical Campus 8-185
EMAIL: writingcenter@baruch.cuny.edu
DIRECTOR: Diana Hamilton

About

The Writing Center offers free support to all Baruch students. Our professional consultants—teachers of college writing and writers themselves—work collaboratively with you to deepen your writing and English language skills. At any step in the process, we'll help you become a more independent, confident, and versatile writer.

For example, we can help you more effectively

- understand assignments, feedback, and audiences
- respond critically to texts
- generate and organize ideas
- develop thesis statements
- evaluate sources
- structure sentences, paragraphs, and whole papers
- draft, revise, and edit your own work

No matter what you're working on—Great Works essays, executive summaries, business plans, lab reports, case analyses, resumes and cover letters, PowerPoint presentations, Master's theses, or personal writing—we provide invested, attentive readers who will recognize your strengths and teach you specific strategies to improve your writing.

In addition, the Writing Center offers workshops several times per week on topics such as "Developing a Thesis Statement," "Analyzing Texts," "Using Sources Strategically" and "Revising." Please see the Writing Center's website, www.baruch.cuny.edu/writingcenter for current workshop information.

The Writing Center is located in the Newman Vertical Campus building in Room 8-185 and is open Mondays through Thursdays from 9 am to 9 pm, Fridays from 9 am to 3 pm, and Saturdays from 10 am to 4 pm. Students can contact the center by phone at 646-312-4012 or email at writingcenter@baruch.cuny.edu.

Services

One-to-one appointments give you an opportunity to work on your writing with an invested and professional reader and teacher. We'll help you get your ideas onto paper, work with you on grammar issues, and teach you how to avoid plagiarism. We'll help you ask the critical questions that will turn your writing assignments into well-developed papers. You can also come for support in your creative writing pursuits, and to reflect on what characterizes you as a writer and how to build on those strengths. Sessions by appointment are 50 minutes long, and begin on the hours. Appointments are available Monday-Thursday 10am-8pm, Friday 10am-2pm, and Saturday 11am-3pm. You may make one (1) appointment per week.

Referrals

The Writing Center is invested in helping students, faculty, and consultants communicate clearly with one another regarding writing and language. This referral form is intended to offer a structure for that

conversation, rather than to mandate attendance.

If you'd like to refer a student to the Writing Center, please fill out the form below in conversation with your student, then request that she bring a printed copy when she comes for her Writing Center appointment. The student and consultant will use the form as a launching off point for their work in the session. With student consent, the consultant will send a record of the Writing Center session to you, completing the communication loop.

We're looking forward to working with you to help support our student writers.

Classroom Visit Request

The **Writing Center Overview** (15 minutes) describes our services (including one-to-one tutoring, workshops, eTutoring, and walk-in hours) and helps students determine how they can make the best use of the Writing Center's services. It also addresses practical concerns: how to use our online system, make appointments, and access their session records.

Faculty members must be present during all Writing Center class visits!

Please fill out the form below to request a class visit. All information is needed in order to adequately prepare materials for your class. Please contact us in any information (such as room number) changes.

Faculty name and department:	
Faculty email:	
Faculty phone:	
Course name, number, and section:	
Meeting days/times:	
Building/room number:	
Preferred dates for a visit:	

Email this form to writing.center@baruch.cuny.edu, or bring it to the Baruch College Writing Center, NVC 8-185. You will receive an e-mail confirming a date and time. We can confirm requests for the upcoming semester 1-2 weeks before the start of the semester. Please allow one week processing time once the semester has begun.



The Tools for Clear Speech (TfCS) program improves the pronunciation, fluency, and pragmatic abilities of English language learners (ELLs) and non-native English speakers at Baruch College. Our participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. Through collaboration with peer support units in the Division of Teaching and Learning, TfCS enriches the diversity of the College by providing opportunities to foster intercultural communication, inclusion, and global awareness among the College's multicultural and multilingual community.

Baruch's [Tools for Clear Speech](#) program (TfCS), was launched in 2011 as an ancillary unit within our Student Academic Consulting Center (SACC) with a mission to support the oral communication skills of our students. On July 5, 2016, TfCS became an independent academic support unit within the college under the direction of [Dennis \(DJ\) Dolack](#) and reporting to the Office of the Provost. Its administrative offices are located at 17 Lexington Ave., Suite 1207.

In developing the TfCS program, DJ and Carol Morgan (SACC's former director) built on the success of the ESL Speech Lab services overseen by SACC and by Professor Elisabeth Gareis of the Department of Communication Studies. Since 2011, student participation has grown enormously: in AY2015-16, TfCS supported more than 425 unique students in over 2,600 hours of instruction across services. The program's multimodal approach includes small-group and one-to-one tutorial sessions, an expansive (and expanding) Workshop Series for collaborative learning, weekly Conversation Hours, online distance-learning resources, and the Oral Communication Video Assessment (using VOCAT), which features quantified feedback via scoring rubrics and holistic commenting. TfCS also continues to develop innovative online distance-learning platforms for student practice, and will launch a redesigned online interface in the fall semester.

DJ, who holds a Master's Degree in Writing from Vermont College of Fine Arts, has more than ten years' experience working directly with English Language Learners in higher education. He has been a member of the Baruch community since 2006 as an Adjunct Lecturer in the English Department, a Writing Center Consultant, and most recently as the Writing & ESL Communications Tutorial Coordinator at SACC. In Spring 2016, DJ was awarded the Baruch College Excellence Award for Innovation and Sustainability for his work with the Tools for Clear Speech program.

Through its focus on strengthening the cultural inclusiveness of Baruch's campus, its dedication to distance-learning, and its focus on innovation, the work of Tools for Clear Speech firmly supports the goals of the College's Global and Strategic Plans. Please feel free to ask DJ about the range of services provided by TfCS and to bring its existence to the attention of your students. He can be reached at 646-312-4834 or dennis.dolack@baruch.cuny.edu.

For more information on TfCS, please visit: <http://tfcs.baruch.cuny.edu/>

SPAR - Office of Sponsored Programs and Research (Grants Office)

Mission

SPAR's role is to facilitate and enhance the acquisition of external funding by Baruch faculty, staff, and administrators to support the College's missions of research, teaching, and public service. SPAR works closely with the Research Foundation of CUNY, the Baruch College Fund, and other College fiscal agents to insure that awardees have ample administrative support during the funding period. The three main areas of service are: pre-application planning, proposal preparation and submission, and post-award administration.

Staff

Zolicia Abotsi, Director, ext. 2211

Melisa Mendez, Deputy Director, ext. 2207

Ana C. Alas Iglesias, Sponsored Programs Coordinator, ext. 2209

Tara Smith, Faculty Liaison, Post-Award Administrator and Webmaster, ext. 2204

Website: <http://www.baruch.cuny.edu/grants/>

Services

1. Pre-application Planning:

- SPAR informs faculty about upcoming grant deadlines and potential funding sources through our web page, and by email.
- SPAR can coordinate efforts to secure seed monies necessary for proposal development.
- SPAR can assist in arranging meetings with representatives of potential funding sources.
- SPAR can assist faculty with the COS PIVOT database which matches faculty research interests with potential sources of funding.

2. Proposal Preparation and Submission:

- During the proposal preparation process, SPAR provides grant applicants with the necessary application forms, verifies submission requirements, provides needed institutional information (i.e., tax exempt letter, tax ID numbers, etc.)
- We offer extensive support in the proposal development process in terms of tailoring the proposal to address the guidelines in a sponsor's RFP. SPAR will assist those seeking external funding with identifying experienced and discipline-appropriate readers to provide constructive reviews of applications prior to submission.
- If faculty members are developing collaborative proposals, we serve as the central point of contact with collaborators at other institutions, making sure all individual pieces of a proposal come together and meet sponsor space/type specifications.
- SPAR supplies extensive support in the budget development process. We provide applicants with a budget template spreadsheet that performs all necessary calculations. Also, we can help faculty with their budget justification.
- SPAR provides assistance for faculty in obtaining internal approvals for their proposal before the final proposal is submitted to the sponsor. Once all internal approvals are in place, we will make all required copies and submit the proposal for delivery by deadline.

- SPAR requires proposal budgets to be approved by the appropriate Chair or Dean and finalized no later than 3 days prior to the deadline (Effective July 1, 2016).
- For submission to Federal Agencies, SPAR will electronically submit the proposals via Grants.gov. For proposals that must be submitted electronically, SPAR can:
 - o Set investigators up as users of the system.
 - o Provide investigators with an orientation to the electronic submission system.
 - o Help put in various parts of the proposal into the system.

3. Post-award Administration:

- SPAR will handle all financial and administrative responsibilities in setting up new awards, including final budget negotiations. SPAR facilitates new project investigators (PIs) becoming acquainted with the Research Foundation's (RF) services whenever they receive notification of an award.
- SPAR periodically, in special cases, also handles the invoicing on performance based projects.
- PI's hiring an employee or using summer salary lines from RF accounts can obtain guidance and assistance from SPAR.
- SPAR will coordinate with RFCUNY Human Resources to update PI's and employees of benefits changes and to resolve any payroll issues.
- For general account transactions, the office has forms (i.e., payment requests, etc.) and helps to resolve any issue with the RF.
- SPAR also administers the Eugene M Lang Junior faculty Research Program.

PSC CUNY Research Award Program

Annual deadline usually in December or January

(contact SPAR for exact dates)

The Professional Staff Congress-City University of New York (PSC-CUNY) Research Award Program was established as a major vehicle for the University's encouragement and support of faculty research and to leverage external funding. It seeks to enhance the University's role as a research institution, to further the professional growth and development of its faculty, and to provide support for both the established and the younger scholar. Awards are distributed by the University Committee on Research Awards, a faculty committee, and administered by the Research Foundation of CUNY. Preference is given to junior faculty in the allocation of funds.

To access the grant proposal system and to find more information on the PSC CUNY Research Award Program go to:

<http://www.rfcuny.org/RFWebsite/research/content.aspx?catID=1190>

Office of Research Compliance and Outreach (ORCO)

Keisha Peterson is Baruch College's Director of Research Compliance & Outreach.

She can be reached at

646-312-2217 or Keisha.Peterson@baruch.cuny.edu.

Professional ethics require protection of research participants and federal law mandates that researchers working with human subjects acquire approval of an institutional review board.

What is a Human Research Protection Program?

The CUNY Human Research Protection Program (HRPP) is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty members, staff, and students and by RF CUNY staff. The program provides oversight, administrative support, and educational training to ensure that CUNY research complies with federal and state regulations, university policies, and the highest ethical standards. The CUNY HRPP comprises five University Integrated Institutional Review Boards (UI IRBs) and 19 on-site HRPP offices.

A Human Research Protection Program involves not only the review of IRB protocols but also the quality of the overall research program university-wide. We accomplish this via campus-wide training and education efforts under the direction of the Director of Research Conduct.

The HRPP Coordinator is tasked with communicating CUNY and federal policies. Our main goal is the successful navigation of the UI IRB review process but also the education of the principal investigators (PI's) and the community at large regarding the use of human subjects in research.

About the CUNY UI (University Integrated) IRB

An Institutional Review Board (IRB) is a diverse body that may consist of faculty, staff, and students. An IRB must have at least one community representative and one nonscientist. Each IRB is charged with protecting the rights and welfare of human research subjects. The IRB reviews proposed research protocols to ensure that the proposed research follows federal guidelines and accepted ethical principles to meet that goal. Academic and cultural diversity of IRB members ensures that research proposals are given a thorough review by members with varying interests.

To receive federal funding for human subjects research, an institution must pledge, in a document called a Federal Wide Assurance (FWA), to follow certain ethical principles and federal regulations in the review of human subjects research proposals. CUNY applies these ethical principles and federal regulations to all

human subjects research conducted at CUNY or by CUNY employees (faculty and staff) and students, regardless of funding or funding source.

CUNY faculty, staff, and students, and community representatives to the IRB volunteer their time to ensure that CUNY research is conducted in concert with these ethical principles. Because the regulations were designed to be flexible, the IRB members must remain up-to-date on the interpretation of the regulations. They regularly attend training sessions and read literature related to research ethics.

Does Your Project Warrant UI IRB Review?

If a study is designed to develop or contribute to generalizable knowledge, and if it involves obtaining information from or about living individuals, the project requires advance UI IRB approval. Such projects include funded and non-funded questionnaires, interviews, qualitative, secondary, and experimental research. Pilot projects need review. In other words, all *research* (i.e., studies designed to develop or contribute to generalizable knowledge) with human subjects conducted by faculty, staff, and students needs IRB approval. In-class exercises done wholly for pedagogical purposes need *not* be submitted for prior UI IRB review, and institutional research that is not disseminated externally does not require approval. Please see the "[When is CUNY HRPP or IRB Review Required?](#)" guidance for details.

If you are unsure whether your project constitutes human subjects research, please go to <https://ideate.cuny.edu/home/> and submit a Research Determination Form.

Training & Education? The Collaborative IRB Training Initiative (CITI)

[CITI](#), the computer based training taken by CUNY researchers, research assistants, and other key personnel, consists of several topical modules offered for distinct user groups. While the entire training requires three to four hours, modules can be completed separately.

Individuals can gain access to CITI at www.citiprogram.org. If you have any questions regarding the CITI requirements, please contact the HRPP Coordinator at keisha.peterson@baruch.cuny.edu.



UI IRB Application Submission

After completing training and prior to undertaking a study, researchers should submit a CUNY IRB application to acquire approval for data collection from or about human subjects. Beginning February 15, 2015 all applications must be submitted via [IDEATE](#).

UI IRB Approval Process

The approval process consists of administrative and academic components. The HRPP Coordinator confirms the researcher's UI IRB training status, determines if the study involves vulnerable populations, and assesses any implications of external funding or the involvement of other institutions. The HRPP Coordinator also reviews exempt protocols and research determinations.

One UI IRB member reviews each expedited application, examining the researcher's brief description of the study's objectives, design, and procedures by focusing on identification of subjects, voluntary participation, potential risks and benefits, deception, informed consent, and confidentiality. Within three weeks of receiving the application, the IRB member completes this review and requests revisions. Upon acquiring and approving the revised application, the UI IRB awards expedited approval, which generally endures for one year and which can be renewed through a simple process.

All full-board applications will be reviewed by one of four CUNY UI IRB committees. The CUNY UI IRB will generally meet once a week to discuss full board protocols. Please go to the [CUNY Research Compliance Website](#) for submission details and schedule information.

During the year researchers can seek approval of modifications to their study by submitting an amendment form via [IDEATE](#).

All applications (Exempt, Expedited, or Full) should be submitted to the PI's primary affiliation or home campus. Primary affiliation or home campus is where a PI has his or her full-time appointment. Graduate students should submit their applications to the HRPP Office where their faculty advisor has his or her full-time appointment.

Resources

Additional information: <http://www.baruch.cuny.edu/hrpp/index.htm> .

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In spring 2005, three memos regarding the Baruch IRB were circulated to the members of the full-time faculty. Those memos are reproduced at:

https://provost.baruch.cuny.edu/facultyhandbook/irb_memos_spr_05/

Office of Assessment, Accreditation and Institutional Effectiveness

646-660-6519

The Office of Assessment, Accreditation, and Institutional Effectiveness advances the mission and goals of Baruch College through collaborations and partnerships that engage our community in collaborative learning and data-informed decision making.

We partner with the senior leadership team of the College, faculty, administrators, staff, and students to support teaching, learning and collaboration, and facilitate academic, administrative, and operational effectiveness, attainment of institutional and unit goals, and work collaboratively to ensure ongoing accreditation through college compliance with Middle States Commission on Higher Education standards and requirements of affiliation.

Scope of work

We support Baruch College through our partnerships on Presidential initiatives such as the Task Force for the Future and the President's Council on Diversity, Equity, and Inclusion, as well as through collaborations on strategic and operational planning for the College, its schools and divisions. The Office provides leadership on and management of accreditation, assessment, and institutional effectiveness across the College.

For faculty and academic administrators, the Office provides consultation, collaboration, support, and training on assessment of student learning and development, assessment of teaching, and academic program development, including compliance with academic policies and regulations of the New York State Education Department and the Middle States Commission on Higher Education.

For faculty, administrators and staff across the entire College, the Office also provides consultation, collaboration, support, and training on assessment of administrative and educational support units, assessment of student learning and development outside the classroom, strategic and operational planning, institutional effectiveness, and resource allocation.

For students, the Office provides collaboration, consultation, and support on assessment of the student experience, and facilitating the inclusion of student voices in college initiatives.

The work of the office is framed by the [Baruch College mission](#) and [strategic plan](#) as well as the [Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation](#).

Learn more about our work with [data-driven decision making](#), [support for faculty and staff](#), [assessment](#), [institutional effectiveness](#), [certain aspects of compliance](#), and [accreditation](#).

Resources

- [Writing Learning Goals](https://provost.baruch.cuny.edu/facultyhandbook/learninggoals/) (https://provost.baruch.cuny.edu/facultyhandbook/learninggoals/)
- [Association of American Colleges & Universities VALUE Rubrics](https://www.aacu.org/value-rubrics) (https://www.aacu.org/value-rubrics)
- [National Institute for Learning Outcomes Assessment](https://www.learningoutcomesassessment.org/) (https://www.learningoutcomesassessment.org/)
- [Examples of evidence of student learning](https://www.towson.edu/assessmentoffice/guidelines/documents/other-assessment-tools/examples-of-evidence-of-student-learning.pdf) (Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.) San Francisco: Jossey-Bass) (https://www.towson.edu/assessmentoffice/guidelines/documents/other-assessment-tools/examples-of-evidence-of-student-learning.pdf)

also nurture in students a sense of interest and excitement about the class. The CTL will work with faculty members to ensure that syllabi are as clear as they can be.

Assignment Design

Assignments given to students should be clearly worded and crafted in such a way as to enable effective responses to the course material under consideration. Unclear or vague writing prompts can confuse students, leading to unfocused responses and increasing the likelihood of plagiarism. The CTL is happy to work with faculty members in a one-on-one or a group setting to assess the clarity of assignments and to explore how low stakes assignments might be linked together to build towards higher stakes curricular goals.

Integration of Technology

There are a wide range of ways to integrate digital technology into the classroom. If used properly, digital tools can broaden potential modes of information delivery, intensify engagement among students, and open up selected classroom processes to broader audiences. The CTL believes that technology integration in the face-to-face classroom can inform and positively influence what's done in hybrid and online courses, and vice versa. The CTL will consult with staff and faculty to discuss the integration of technology at every level of instruction, ranging from the single assignment to the entire course and even beyond, to the program or curriculum level.

Assessment

The CTL is committed to helping faculty members and academic departments design assessments that are precise and lead to knowledge that is then folded back into instructional design. The CTL is also interested in how assessments can be iterated across programs and departments to deepen the College's understanding of what's working well on campus and what can work better. The CTL is happy to work with different units, including the [Office of Institutional Research](#) and the [Office of Assessment, Accreditation and Institutional Effectiveness](#), to insure that assessment on campus has the greatest possible curricular impact.

Grant Applications

The CTL is happy to partner with other units and support grant applications for projects related to instruction on campus. We can provide guidance and background information about the College in the grant-writing process, can assist with the structure of proposals, and can offer letters of support when appropriate.

Academic Integrity

The CTL is available to consult with faculty members around issues of academic integrity, with a specific focus on the design assignments that foster strong academic integrity as part of a campus-wide initiative against plagiarism and cheating.

THE BERNARD L. SCHWARTZ COMMUNICATION INSTITUTE

Director • Meechal Hoffman • 646-312-2066

Location: 137 East 25th Street, 3rd floor • Telephone: 646-312-2060

The Bernard L. Schwartz Communication Institute partners with faculty to cultivate learning environments in which students become strategic, thoughtful communicators and creators.

In order to infuse communication into curricula across the College, the Institute's staff of Directors and Communication Fellows host a variety of faculty development programs; conduct individual consultations; develop and support Communication Intensive Courses; and provide course-embedded student support. Together, these activities aim to build the written, oral, visual, and digital literacies of all Baruch students, now and in their professional lives.

Whether you're teaching a Communication Intensive Course, interested in developing or managing communication-intensive assignments, or seek insight on how to elicit the student work you're most excited about, the Institute welcomes your engagement. We operate under the Office of the Provost, and are supported by a Business Advisory Council, made up of leading business professionals.

Communication Intensive Courses (CICs)

Communication Intensive Courses (CICs) emphasize at least two of three modes of communication: writing, speaking and computer-mediated communication. Offered in a variety of academic disciplines, CICs are designed to engage students in a broad range of communication intensive activities.

The Undergraduate Curriculum Committees of the Weissman School of Arts and Sciences (WSAS) Zicklin School of Business (ZSB) and the Marxe School of Public and International Affairs (MSPIA), approved the following basic guidelines for the development of CICs:

- 1) *A central objective of a CIC is the improvement of students' written and/or oral communication skills.*
- 2) *The course's syllabus will include substantial written and/or oral assignments as an integral part of the course's curriculum.*
- 3) *Writing assignments and/or oral presentations will be guided by the appropriate learning goals for communication skills as well as by the learning goals of the course.*
- 4) *The instructor and/or communication consultant will provide substantial feedback on the student's written and/or oral work, and the students will have opportunities, as appropriate to the course design, to revise written work based on that feedback.*

Baruch College does not yet require all students to take a particular number of CIC. The Zicklin School of Business, however, now expects its BBA students to take at least four CICs before graduating.

The Institute offers support for CICs in the following ways:

Individual Consulting Support for Faculty: Assigned to individual sections of most CICs, the Institute's Communication Fellows are available to advise faculty on all aspects of curriculum development. Our Fellows are academic professionals, skilled in developing communication-intensive activities for courses in various academic disciplines and consulting faculty on all aspects of syllabus and assignment design as well as on effective use of educational technology tools and resources.

Workshops for Students: Institute staff facilitate regularly scheduled student workshops meant to supplement course content. Depending on the instructor's needs, workshops can address specific assignments or focus on any course- or discipline- specific concerns regarding oral, written or computer mediated communication. At the instructor's request, workshops also can be conducted during a class session.

Individual and Group Work with Students: Our staff works with students individually and in groups on writing assignments and individual or group presentations. For Business Policy 5100, for example, Fellows videotape and review student rehearsals in preparation for a final team presentation.

Instructional Technology Support: The Institute supports its CICs with a wide range of technologies aimed at improving student communication, from [online publishing tools](#) like blogs, wikis, and discussion forums, to [online oral presentation assessment](#), to audio and video. Fellows are trained in the use of these technologies and are able to assist faculty in their application.

Writing Assessment: The institute administers writing assessments in select CICs. Students are asked to respond to a writing prompt at the beginning and the end of a term. Student writing samples are then evaluated by the Institute staff for changes in the quality of writing. A pilot of a discipline/course specific assessment is currently underway in Great Works of Literature courses.

Curricular Design Consultation

Institute staff are also available to advise faculty not currently teaching CICs on communication intensive curricular design. Our staff will be glad to meet with you and discuss any concerns regarding communication intensive instruction, including strategies for developing innovative writing or speaking assignments, responding to student writing, or the use of instructional technology. If you would like to arrange a consultation for your course, send an email to communication.institute@baruch.cuny.edu. In your email, let us know your name, department, course number and title, your email address, what you'd like to discuss, and how urgent your request is.

Professional Development

The Institute sponsors sustained professional development for full- and part-time faculty, graduate students who run student recitations and workshops, the Institute's Fellows and undergraduate peer tutors. Venues vary from one-on-one meetings with faculty as well as meetings at the departmental level, to monthly college-wide Seminars.

Very Short Guides

For new and experienced teachers alike, our Very Short Guides overview a core pedagogical concept or practice in a single page. In each, you'll find a concise introduction, practical suggestions for easy implementation, and a few references to high-impact further reading. Read them all the way through for a comprehensive view of good teaching's fundamentals, or choose the one that best meets your immediate needs.

General Pedagogy	Syllabus and Assignment Design	In the Classroom	Assessment and Evaluation
Growth Mindset Metacognition Performances of Understanding Inclusive Pedagogy Inquiry-based Learning Writing to Learn Speaking to Learn Reading to Learn Seeing to Learn	Fundamentals of Syllabus Design Establishing Learning Goals Scaffolding Student Learning High-stakes and Low-stakes Assignments Fundamentals of Prompt Design Assigning Real-world Genres Designing Documents for Students Establishing Policy and Procedure	Building Classroom Community Fostering Participation Active Listening In-class Writing Teaching with Lecture Teaching with Small Groups Teaching with PowerPoint Teaching with the Whiteboard Managing Difficult Class Dynamics	Formative and Summative Feedback Responding to Student Writing Peer Review Portfolio Assessment Conferencing Using Rubrics Responding to Plagiarism Soliciting Student Feedback

Other Initiatives

In order to fulfill our mission to develop students into thoughtful, independent communicators and citizens, we also strategically amplify central tenets of the university. Our advocacy work targets programming, collaborations, and culture building that welcome all members of the academic community to advance knowledge creation together.

- **Undergraduate Research and Creative Inquiry.** We believe not only that the health of universities depends on pipelines of apprenticeship, but that an undergraduate education should provide training in posing and seeking answers to one's own questions. We therefore magnify and support the work of likeminded colleagues, including those leading the [Honors Thesis](#) program, the [International Conference of Undergraduate Research](#), and lab-based research opportunities such as [the NSF-funded REU](#). Together with the [Honors Program](#), we also co-sponsor [Creative Inquiry Day](#), the College's largest presentation of undergraduate research.
- **Diversity and Inclusion in the Classroom.** Baruch College is enriched by the great diversity of our identities and community ties, all of which we seek to represent, engage with, and learn from in the classroom. Through programming like professional development for our team of Fellows, [Inclusive Pedagogy seminars](#) in collaboration with faculty of the Austin W. Marx School of Public and International Affairs, and our [2017 Symposium on Active Listening](#), we endeavor to advance inclusive teaching and discourse.

Executives on Campus

It's who you know and what you learn from them



Through mentoring lectures and workshops, the Baruch College Executive on Campus [EOC] program, in its 12th year, provides undergraduate and graduate students with networking, interviewing and other essential “soft skills” vital to compete in the job market. EOC mentors are current and retired corporate executives of major companies in and around New York City.

Through EOC’s various mentoring programs, EOC Mentors offer guidance and support assisting students to help them conduct effective, efficient job searches, make thoughtful career decisions and/or achieve the most from internships and jobs they have or will get. Mentors are alumni and friends of Baruch College.

PROGRAMS

Academic Year-Long Mentoring Programs are EOC’s cornerstone initiative. These Programs serve undergraduate and graduate students from all three Baruch Schools: the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public affairs. The Academic Year-Long Programs help Mentees define and achieve their career goals by providing Mentors to support, counsel and serve as role models for the Mentees. Mentors may serve as friend and advocate to their Mentees in addition to assisting and advising in their career development process. The Academic Year-Long Programs run from September through May of the academic year. This year’s program is open to students graduating in 2015.

Mentor for a Morning/Evening/SPA Mentor for a Morning Mini Mentoring sessions give students a chance to speak with a seasoned executive in their field of interest. As with the year-long Mentoring Programs, many of these relationships turn into lifetime relationships. Mentor for a Morning and Mentor for an Evening serve all Baruch students from all three schools. Mentor for a Morning SPA serves SPA students. Each Mentor for a Morning event is held once a semester, Mentor for an Evening is held in the spring.

Job\$mart Career Hour

High-profile guests from a range of industries share their insights and career advice in these essential updates that are free to students.

Classroom Presentations

Faculty members invite EOC volunteers to participate in classroom activities.

Park Bench Marketing – A real life marketing lab with clients such as EOC and Business Wire. Park Bench is led by an EOC Mentor. The students receive class credit for their participation.

Want to get involved?

Contact EOC Program Director, Kimberly Chu at:

kimberly.chu@baruch.cuny.edu

Phone: 646-660-6088

17 Lexington Avenue

Suite 1608/1610

New York, NY 10010-5585

Office of Human Resources

135 East 22nd Street • Room 200 • New York, NY 10010 • Phone: (646) 660-6590 • Fax: (646) 660-6591

Office Hours

8:30am - 5:30pm (Monday - Friday)*

The mission of Human Resources is to provide quality services and support in employment, benefits, compensation, employee relations and training, and to serve as a source of information and expertise that provides superior customer service for all employees. To accomplish this mission, Human Resources will develop, implement, and support programs and processes which add value to Baruch College and faculty and staff who are committed to providing a quality education to its diverse student body.

STAFF

Executive Director of Human Resources	Andrea Caviness	(646) 660-6596
Payroll and Time Keeping Supervisor	Jevonne Dixon	(646) 660-6606
Instructional and Non-Instructional Time & Leave Coordinator	Robert Gerl	(646) 660-6611
HR Information Systems Administrator	Ronald Quach	(646) 660-6620
HR Coordinator, Benefits	Joan Zaw Albayrak	(646) 660-6598
Employment and Recruitment Manager	Elma Cruz	(646) 660-6594
HR Operations Supervisor	Sergine Louis	(646) 660-6590
Data Integrity Coordinator	Ephanndie Cesaire	(646) 660-6590

The best way to contact HR is by email at Human.Resources@baruch.cuny.edu or to email one of the dedicated specialist listed.

ePAF Inquiries: ePAFissues@baruch.cuny.edu

Employment Related Inquiries: EmploymentApplication@baruch.cuny.edu

Faculty Recruitment Related Inquiries: OHRFacultyRecruiter@baruch.cuny.edu

Employee Separation Inquiries: OHRSeparationNotifications@baruch.cuny.edu

*Please call ahead for in-person office hours

Ombuds Office

The Baruch College Ombuds office offers a confidential, neutral and independent resource for faculty, staff and students within the Baruch College community to voice concerns and complaints. The Ombuds office attempts to resolve conflicts that arise between members of the College. The term Ombudsman is a Swedish word used to describe public officials designated to resolve citizens grievances with governmental agencies.

Who is the Baruch College Ombuds?

- **Professor Mindy Engle-Friedman**
Ombuds
Newman Vertical Campus – 8-283
646-312-3815
- **Glenda Hydler**
Assistant to the Ombuds
Newman Vertical Campus – 7-263
646-312-3974

What Does the Ombuds Do?

- The Ombuds is a neutral and independent member of the Baruch Community who responds to complaints in an informal manner
- The Ombuds is sensitive to the rights and concerns of each person who is involved in a complaint brought to the Ombuds office
- The Ombuds provides a confidential space to discuss concerns and complaints
- The Ombuds listens to concerns and shares information concerning Baruch College policies
- The Ombuds helps to generate solutions to resolve problems
- The Ombuds may share general concerns with Baruch College administration in order to engage the College community in conversation and to enhance communication between the members of the College community

What Doesnt the Ombuds Do?

- The Ombuds does not share information concerning any case unless permission is given by the person who brings the concern to the office
- The Ombuds does not maintain permanent records of individual cases. Instead, the Ombuds keeps anonymous data on the number and nature of cases brought to the office.
- The Ombuds has no power to create or change Baruch College policy or rules

OFFICE OF DIVERSITY, COMPLIANCE, AND EQUITY INITIATIVES

The responsibility for equal employment opportunity and affirmative action ultimately lies with the President, but that responsibility is shared by others in the College's organizational structure. Administrators, faculty members, and supervisors must adhere to these policies and practices as they deal with employment and affirmative action issues. All members of the College community share in the duty to carry out the College's commitment to equal opportunity, diversity, and affirmative action, and I ask all of you to join with me to ensure the success of our efforts.

Later in this message you will find Baruch College's official policy statement regarding affirmative action and equal employment opportunity. Although an abbreviated version appears in all College publications, I believe it is valuable to read through the entire policy occasionally, to help keep the goals clearly visible throughout the College's activities. Progress requires cooperative, positive actions by all of us to prevent discrimination, whether intentional or not, in College employment, student enrollment, and student services. A quick overview of the key people and policies should help to make everyone better acquainted with this important college-wide endeavor.

The Chief Diversity Officer is responsible for overseeing the collection and analysis of data, monitoring and reviewing affirmative action policy, compliance and/or procedures, submitting written reports to the President and other College officials, providing counseling and information on diversity & affirmative action issues, serving as liaison between the College community and campus interest groups, and working with deans, chairs, and directors of administrative units in the development of innovative recruitment efforts. The Chief Diversity Officer also investigates claims brought under the University's Non-Discrimination Policies, serves as Title IX Coordinator, and is also the Section 504/ADA Coordinator. The Chief Diversity Officer serves as liaison to the University Office of Diversity and Recruitment. The Chief Diversity Officer may be reached at 646-312-4542 or diversity@baruch.cuny.edu.

The Office prepares the College's annual affirmative action plan, which is available there for review between the hours of 9:00 a.m. and 5:00 p.m. Copies of the plan are also available in the Library.

STATEMENT AND NOTIFICATION OF BARUCH COLLEGE POLICY

It is the policy of The City University of New York and of Baruch College to recruit, employ, retain, promote, tenure and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, status as a victim of domestic violence or any other legally protected status under federal, state, and city law. Sexual harassment, a form of sex discrimination, is also prohibited.

The City University of New York (CUNY), as a public university system, and Baruch College, as a constituent college of CUNY, adhere to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others: Section 1324b of the Immigration and Nationality Act (INA); Executive Order 11246, as amended; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended; Section 402 of the Vietnam

Era Veterans' Readjustment Assistance Act of 1974, as amended; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967, as amended and the Age Discrimination Act of 1975; the New York State Human Rights Law and the New York City Human Rights Law.

In addition to the following protected race and ethnic categories: Black or African American; Latino or Hispanics; Asians; Native Hawaiian or Other Pacific Islander; Native American or Alaska Natives, and White— Chancellor Robert E. Kibbee expanded the protected race and ethnic class for CUNY on December 9, 1976 to include Italian-Americans. In addition to these race and ethnic categories, there are many other protected categories under federal, state, and city law that Baruch College continues to safeguard. Should any federal, state, or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this policy, this policy shall be read to prohibit discrimination based on those grounds or characteristics as well.,

Inquiries concerning the application of non-discrimination policies and laws should be directed to the College's Chief Diversity Officer.

RESOURCES AT BARUCH

Elliot Dawes, JD, LLM, Executive Chief Diversity Officer; Sexual Harassment Coordinator; Title IX Coordinator; Section 504/ADA Coordinator for the Disabled; elliott.dawes@baruch.cuny.edu

Ms. Patricia Fleming Office of Services for Students with Disabilities; Newman Vertical Campus, 55 Lexington Avenue, Room 2-270; 646-312-4590

Professor Mindy Engle-Friedman, Ombudsperson, Newman Vertical Campus, 55 Lexington Avenue, Room 8-283; 646-312-3815

POLICIES

Please consult the visit the [CUNY website](#) to access the CUNY Policies and Procedures on Equal Opportunity, Non-Discrimination, and against Sexual Harassment; CUNY Policies and Procedures Concerning Sexual Harassment, Stalking, and Domestic and Intimate Partner Violence against Students; Non-Discrimination of Students on the Basis of Pregnancy, Childbirth, and Related Conditions; CUNY Workplace Violence Policy; and any other related policies.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. It also prohibits sexual harassment (including sexual violence) against students, which is a form of sexual discrimination.

Title IX Reporting Protocol for Reporting of Allegations of Sexual Harassment, Sexual Assault, Stalking, or Domestic and Intimate Partner Violence against Students
Title IX applies to complaints made:

- By students against employees, other students, and third parties;
- By and against individuals of either sex; and
- By and against someone of the same sex.

If anyone seeks to file a complaint or receives information regarding an allegation that a student has been the victim of sexual harassment, including sexual assault, stalking, or domestic or intimate partner violence perpetrated by another CUNY student, faculty, or staff member, the following individuals must be notified:

- 1) The Baruch College Title IX Coordinator: Elliot Dawes, Executive Chief Diversity Officer, affirmativeaction@baruch.cuny.edu.
- 2) Public Safety: Robert Curry, Director of Public Safety, 17 Lexington Avenue, Room 102, (646) 660-6010, Robert.Curry@baruch.cuny.edu ; and
- 3) Student Affairs: Art King, Dean of Student, 55 Lexington Avenue, Room 3-175, (646) 312-4570, art.king@baruch.cuny.edu

If any member of the Title IX Team becomes aware of such an allegation, that team member will notify the other team members. Upon notification, the Title IX Team will take immediate steps to handle the complaint, eliminate the harassment, prevent reoccurrence, and address its effects. [Title IX Information and Resources - Combating Sexual Assault and Other Unwelcome Sexual Behavior](#)

To view the CUNY Policies and Procedures on: (1) Equal Opportunity, Non-Discrimination, and against Sexual Harassment;; (2) Domestic Violence in the Workplace; (3) Non-Discrimination of Students on the basis of Pregnancy, Childbirth, and (4) other related policies, please visit <https://president.baruch.cuny.edu/office-of-diversity/>.

The Arts at Baruch College

Visit [Baruch's Performing Arts Center website](#) for a calendar of events.

For a college whose primary focus is on business and administration, the emphasis on the arts at Baruch is extraordinary. But the arts, of course, are big business, especially in New York, and the college's emphasis on educational excellence implies attention to the full range of human endeavor.

Students regularly have the opportunity to attend first-rate concerts, theatrical productions, and gallery exhibitions at no charge via a Ticket Subsidy Program. Ticket subsidy compliments the curriculum by giving faculty the ability to assign a BPAC production to its class at no cost to the students. Additionally, ticket subsidy enables any student wishing to attend outside class to purchase a ticket for \$10 ticket for any production. The Student Outreach Program cuts across the disciplines of all three Schools.

Academically, the college offers courses in Art, Music, and Theatre through the [Department of Fine and Performing Arts](#), with specializations in bridge programs that link WSAS to ZSB and SPA, such as Management of Musical Enterprises and Arts Administration (with focus on either Art or Theatre).

The Business Communication major includes a specialization in Graphic Communication. A well-equipped darkroom serves students taking Photography courses.

The Performing Arts at Baruch

BPAC (Baruch Performing Arts Center) presents dozens of events each semester. The schedule as well as ticket buying information appears on [BPAC's website](#). The phone number is: 646-312-4085.

BPAC's Venues:

Engelman Recital Hall – a beautifully appointed classic recital hall with 175 seats (Newman Vertical Campus B2 level); Rose Nagelberg Theater – a flexible black-box theater that seats 220 (Newman Vertical Campus B3 level); Mason Hall – a grand old-fashioned style hall that seats 1157 (17 Lexington Avenue, lobby); and Bernie West Theatre – a classic black box style that accommodates a maximum of 74 with fixed end-stage seating (17 Lexington Avenue, 9th floor).

The [Aaron Silberman Concert Series](#) features four or five concerts a year in Engelman Hall by outstanding chamber music ensembles. (See [BPAC's website](#) for an up-to-date listing of concerts in the

series.) Baruch's ensemble-in-residence, the [Alexander String Quartet](#), performs at least one concert each semester.

Each semester the Baruch College Choir performs a varied repertory in an end-of-semester free concert. Faculty and staff are invited sing with the chorus and to engage with our students through song. If you are interested in participating, please contact the Chorus's director, [Teresa Parker](#).

The Department of Fine and Performing Arts presents a student production each semester, directed by a member of the FPA faculty.

Artists-in-Residence

ALEXANDER STRING QUARTET

The Alexander String Quartet has been resident in WSAS for one week each semester for more than 30 years. The quartet attends a wide variety of classes to draw connections between music and other disciplines. For example, they demonstrate connections between narrative and musical forms in literature or writing classes, and, in history classes, explore ways in which music of the Romantic period might express that Zeitgeist; they investigate musical/mathematical relationships in math classes. To ask about bringing the ASQ to your classroom, contact the Department of Fine and Performing Arts at 646-312-4052.

HARMAN WRITER-IN-RESIDENCE

Each semester the [Sidney Harman Writer-in-Residence](#) teaches one writing-intensive workshop and presents an open reading and "conversation" with the Baruch community, creating a lively literary salon for students and faculty.

The Sidney Mishkin Gallery (212) 660-6652

Founded in 1983, the [Sidney Mishkin Gallery](#) was renamed in 1991 in honor of the late Sidney Mishkin (class of 1934). The gallery has distinguished itself by presenting small, museum-quality exhibitions that highlight innovative scholarship, significant artists, and multicultural concerns. The exhibitions and programs organized at the Mishkin Gallery broaden and enrich the education of Baruch College students, while enhancing the cultural opportunities of the entire Baruch College community. An increasingly visible non-profit gallery in New York City, the Mishkin Gallery also provides a neighborhood museum for residents of Gramercy Park, Madison Square, and Park Avenue South. Mr. Mishkin's donation of 10 major works of modern art established a standard of excellence for the College's permanent collection, which has expanded to include outstanding examples of twentieth-century

photography and works on paper, in addition to paintings and sculpture by European and American modernists.

Gallery tours for classes: The Mishkin Gallery provides gallery tours for Baruch classes from any department. The gallery director will work with faculty to provide a gallery talk relating the exhibition on view to the content of a specific course. To schedule a tour call 212-660-6652.

Gallery Director: Alaina Claire Feldman

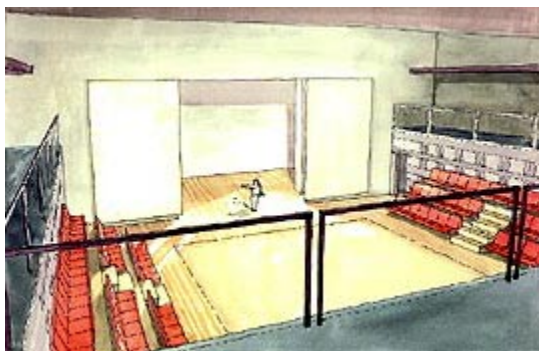
Address: 135 East 22nd Street, 1st floor

Telephone: 212-802-2690

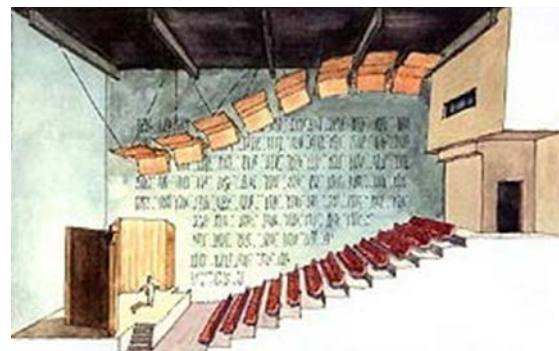
Hours: Monday-Friday, 12-5 pm; Thursday, 12-7 pm

Weissman Lectures on the Influence of the Arts on Society

The Weissman Lecture features members of the New York arts world exploring intersections between the arts and the worlds of business, government, and the general community. Featured speakers have included **George Weissman** (former CEO of Philip Morris and former President of Lincoln Center), **Schuyler Chapin** (then NYC Commissioner of Cultural Affairs), **Cora Cahan** (President of The New 42nd Street, Inc.), and **Gordon J. Davis** (former President of Lincoln Center).



The Rose Nagelberg Theatre artists conceptual rendering



The Engelman Recital Hall artists conceptual rendering

Athletic Recreation Complex (ARC)

The purpose of ARC is to provide a broad and diversified program of activities and services for students, faculty, staff, alumni, and the community, in order to enhance the quality of life. The college has long recognized that recreational activities and formalized sports programs are an integral part of the process of educating the total individual.

Membership Fees

For all details regarding membership please see both the [Membership Information/Facility Rental](#) and [Membership Benefits](#) webpages.

Fitness Center (NVC, B1 level) 646-312-5054

The [fitness center](#) contains state of the art weight training "Universal and Hammer Strength" equipment such as lifecycles, recumbent bikes, stair climbers, treadmills and elliptical bicycles. The fitness center also contains eight plasma flat screen televisions and a surround sound stereo system. Click [here](#) for more information or call 646-312-5040.

Pool (NVC, B3 level) 646-312-5060 or 646-312-5062

The 25-meter [pool](#) contains six lanes and accommodates open and lap swimming. There is a lifeguard on duty at all times. For more information on aquatics, please call 646-312-5060.

Racquetball Courts (NVC, B3 level) 646-312-5054

Racquetball reservations may be made up to three days in advance at the fitness center's front desk. These reservations may be made in person or over the phone by calling (646) 312-5054. Court time shall be 1 hour in length. Please understand that the courts may be closed for special events. Schedule changes will be posted throughout the [ARC. Volleyball Court Reservations](#) - Members are encouraged to speak with the Director of Facilities, [Heather Mac Culloch](#) (646-312-5045) to schedule reservations. For more information please [check the ARC Schedule](#) or call 646-312-5061.

Main Gymnasium (NVC, B2 level)

The [main gym](#) includes three full basketball courts, seats 1,200 spectators, and is equipped for volleyball settings. [Check the ARC Schedule](#) or call 646-312-5054 OR 646-312-5061.

Auxiliary Gymnasium (NVC, B2 level)

The [auxiliary gym](#) includes 1 full basketball court and is equipped for volleyball, soccer (indoor) or tennis (one court).

Locker Rentals (NVC, B1 level) 646-312-5051

The Baruch College Locker Rental Reservation and Renewal system is only available to current students, faculty and staff of Baruch College. Baruch Alumni and gym members from the surrounding community must go in-person to the Athletics and Recreation Center office in the Vertical Campus (B1-117). For further information call 646-312-5051.

Saunas

[Saunas](#) are available within the main locker rooms.

Guest Privileges

Information regarding guest privileges can be found by viewing the ARC's [Visitor Policy](#) ([http://athletics.baruch.cuny.edu/sports/2006/1/12/ARC Policies - Guest Privileges.aspx?id=11](http://athletics.baruch.cuny.edu/sports/2006/1/12/ARC%20Policies%20-%20Guest%20Privileges.aspx?id=11))

Hours

Because hours are subject to change, please check the ARC schedule for the most up-to-date information.

Location

The Athletic & Recreation Center (ARC) is located on the corner of 55 Lexington Avenue and 24th Street in New York City (10010).

Contacts

Athletic Department: 646-312-5040

Athletic Department (Fax): 646-312-5041

Recreation/Facility Rentals/Memberships/Hours of Operation: 646-312-5061

Locker Rentals: 646-312-5051

Fitness Center & Racquetball Courts: 646-312-5054

Pool Center: 646-312-5060 or 5062

Sports Information (NCAA Varsity Teams): 646-312-5048

Summer Camp (Ages 6-14): 646-312-5046

Department of Public Safety

WELCOME TO THE DEPARTMENT OF PUBLIC SAFETY



To report an EMERGENCY on campus, use any campus phone to call 3333 or use your cell phone to call 646-312-3333.

A safe and secure campus depends on the cooperation and assistance of every Baruch student and all staff to be aware of possible safety hazards and of the potential for crime on campus. Crime prevention and prompt reporting of unsafe conditions should be the objectives of every member of the Baruch community. Baruch College's policy is that students and employees must report safety hazards, crimes, loss of property, illness, or injury. Incidents can be reported to any CPO (Campus Peace Officer) or CSO (Campus Security Officer) by calling or visiting the Office of Campus Security and Public Safety.

- [Quick link to Baruch Emergency Management Manual](#)
- [Homeland Security Active Shooter Video](#)
- [Information on Emergency Closings](#)
- [Fire Safety Video: The Lawrence and Eris Field Building at 17 Lexington Ave.](#)
- [Fire Safety Video: The Newman Vertical Campus at 55 Lexington Ave.](#)
- [Fire Safety Video: The Newman Library Building at 151 E. 25th street](#)
- [Fire Safety Video: The Administrative Building at 135 E. 22nd street](#)
- [Fire Safety Video: The Newman Hall at 137 E. 22nd street](#)
- [CUNY COVID-19](#)
- [COVID-19 Updates \(Baruch\)](#)

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Main Office

152 E. 26th street

H-160

New York, NY 10010

Phone: (646) 660-6000

Fax: (646) 660-6001

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Links to Faculty Resources

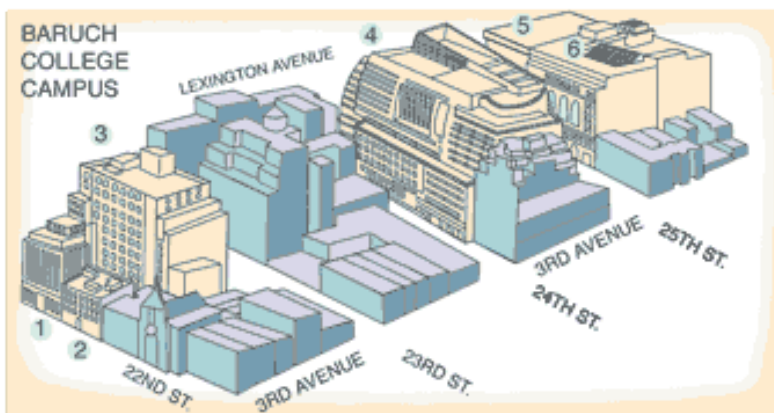
Guidelines and Procedures for Annual Reappointments, Tenure, CCE, and Promotion

- [Reappointment, Tenure, Certificate of Continuous Employment \(CCE\), and Promotion Review Committees Structure Flowchart](https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2020/08/Baruch-Reappt-tenure-cce-promotion-PB-workflow-rev-082020-1.pdf) (https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2020/08/Baruch-Reappt-tenure-cce-promotion-PB-workflow-rev-082020-1.pdf)
- [Baruch College CP&B Guidelines and Evaluation Process](https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/07/CollegePBGuidelinesRevFeb5-2008.pdf) (https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/07/CollegePBGuidelinesRevFeb5-2008.pdf)
- [PSC/CUNY Contract](https://www.psc-cuny.org/contract/psc-cuny-contract) (https://www.psc-cuny.org/contract/psc-cuny-contract)
- [Baruch College Bylaws and Governance](https://www.baruch.cuny.edu/administration/chartersselect.html) (https://www.baruch.cuny.edu/administration/chartersselect.html)
- [CUNY Board of Trustees \(BOT\) Bylaws](https://policy.cuny.edu/bylaws/) (https://policy.cuny.edu/bylaws/)
- [Pre-Tenure Year Review Policy](https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/10/Revised-Pre-Tenure-Review-Policy.pdf) (https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/10/Revised-Pre-Tenure-Review-Policy.pdf)
- [RPT Training- CUNY Baruch](https://remote.baruch.cuny.edu/login?url=https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2020/03/RPT-Training-CUNY-Baruch.pdf) (https://remote.baruch.cuny.edu/login?url=https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2020/03/RPT-Training-CUNY-Baruch.pdf)

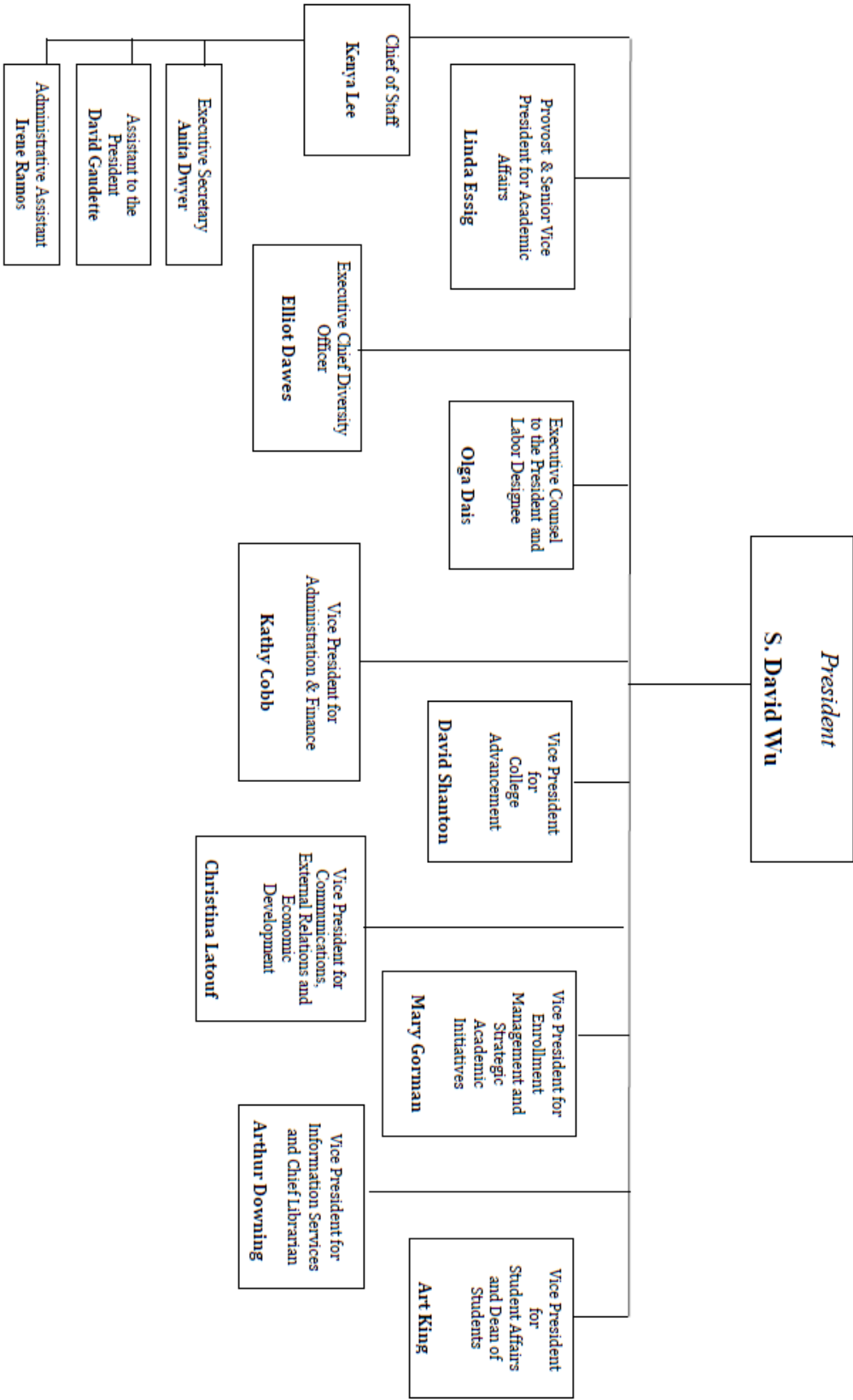
Formatting Guidelines for all Personnel Actions

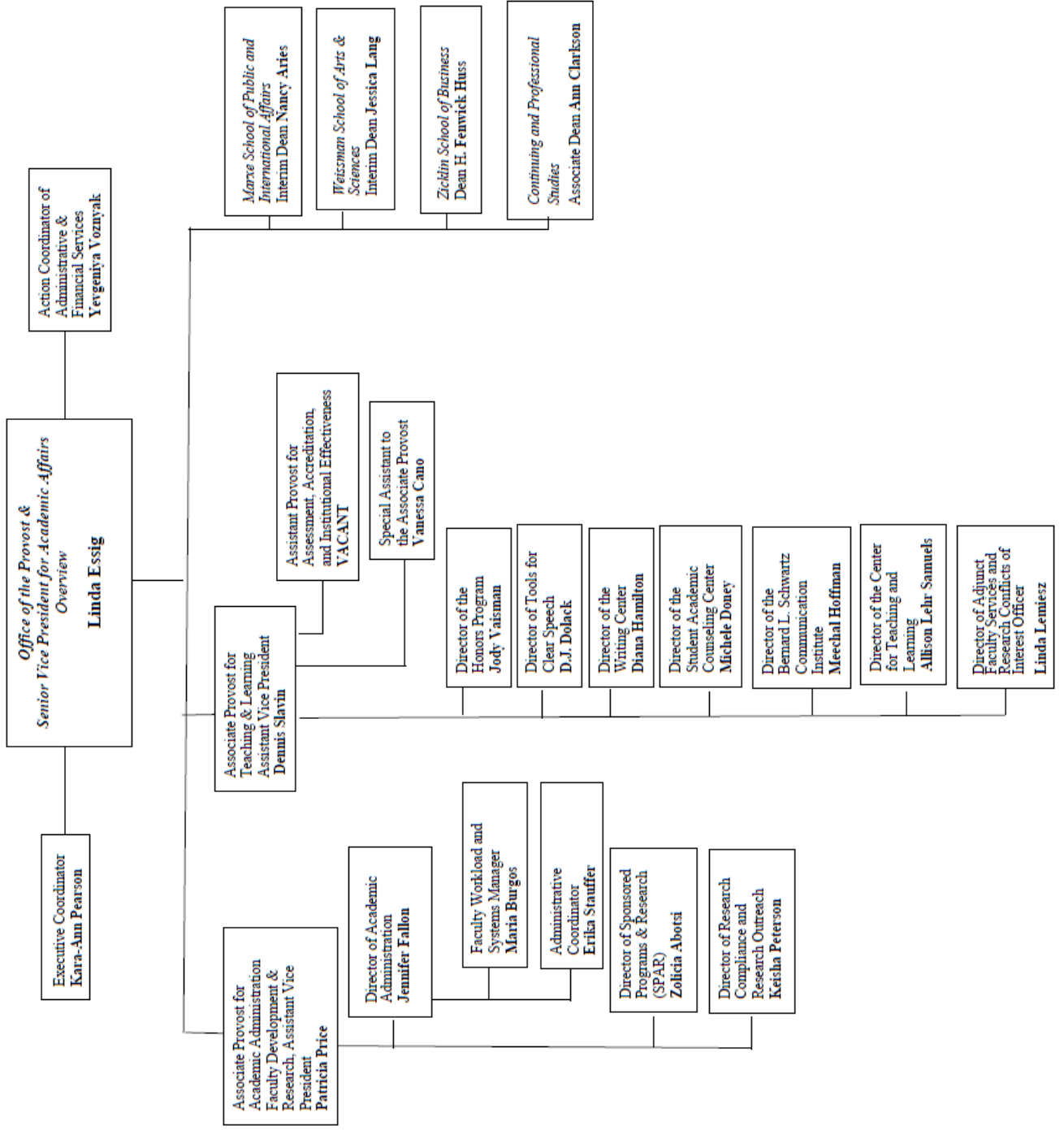
- [Format and Checklist for Personnel Review Binder](https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/08/FORMATFORPERSONNELREVIEWBINDERRevisedAugust2017.pdf) (https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/08/FORMATFORPERSONNELREVIEWBINDERRevisedAugust2017.pdf)
- [CV Format](https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/08/CV-Format.pdf) (https://provost.baruch.cuny.edu/wp-content/uploads/sites/5/2019/08/CV-Format.pdf)

1. Administration Center
2. Steven L. Newman Hall
3. Lawrence and Eris Field Building
4. William and Anita Newman Vertical Campus
5. Annex
6. Library and Technology Building



BARUCH COLLEGE / THE CITY UNIVERSITY OF NEW YORK





(Subject to Change)

August	25	Wednesday	Start of Fall term Classes begin
	31	Tuesday	Last day to add a course
September	1	Wednesday	Verification of Enrollment rosters available to faculty
	3-8	Friday- Wednesday	No classes scheduled
	6	Monday	College Closed
	15	Wednesday	WN Grades assigned Grade of W is assigned to students who officially drop a course Last day to apply for Fall 2021 graduation
	15-- 16	Friday-- Sunday	No classes scheduled
	24	Friday	WA Grades Assigned Immunization non-compliance
October	11	Monday	College Closed
November	26-- 29	Thursday- Sunday	College Closed
December	13	Monday	Last day to drop a course with a grade of W Last day to apply/cancel P/NC option (Graduate) Last day of classes
	14	Tuesday	Reading Day/Final Examinations
	15- 21	Wednesday-- Tuesday	Final Examinations
	21	Tuesday	End of Fall Term
	24- 25	Friday-- Saturday	College Closed
	27	Monday	Final Grade Submission Deadline

CUNY Baruch College

TENTATIVE Fall 2021 Final Exam Schedule

As of 06.17.2021

DATE	DAY COURSES				EVENING COURSES	
	8:00AM TO 10:00AM	10:30AM TO 12:30PM	1:00PM TO 3:00PM	3:30PM TO 5:30PM	6:00PM TO 8:00PM	8:15PM TO 10:15PM
WEDNESDAY DEC 15	LAW 1101 (Day) MTH 2003 (Day) MTH 2009 (Day)	IF SECTION CODE BEGINS WITH B AND MEETS FIRST ON MONDAY OR WEDNESDAY	IF SECTION CODE BEGINS WITH J AND MEETS FIRST ON MONDAY OR WEDNESDAY	IF SECTION CODE BEGINS WITH E AND MEETS FIRST ON MONDAY OR WEDNESDAY IF SECTION CODE NW OR WW	IF SECTION CODE PW, SW, UW, VW MTH 2003 (Evening) MTH 2009 (Evening)	IF SECTION CODE QMW, QW, TMW, TW, UUW
THURSDAY DEC 16	IF SECTION CODE BEGINS WITH A OR G AND MEETS FIRST ON TUESDAY OR THURSDAY	IF SECTION CODE BEGINS WITH C OR H AND MEETS FIRST ON TUESDAY OR THURSDAY	IF SECTION CODE BEGINS WITH D OR W AND MEETS FIRST ON TUESDAY OR THURSDAY CONFLICT EXAM	IF SECTION CODE BEGINS WITH F OR K AND MEETS FIRST ON TUESDAY OR THURSDAY SECTION CODE NR OR WR	IF SECTION CODE PR, PTR, SR, STR, UR, VR	IF SECTION CODE RTR, QR, TR, UUR ALL ACC 3200 (Day & Evening)
FRIDAY DEC 17		IF SECTION CODE BEGINS WITH L OR O AND MEETS FIRST ON FRIDAY	IF SECTION CODE BEGINS WITH M AND MEETS FIRST ON FRIDAY	IF SECTION CODE BEGINS WITH N OR W AND MEETS FIRST ON FRIDAY	IF SECTION CODE PF, UF, VF	
SATURDAY DEC 18		IF SECTION CODE BEGINS WITH L OR O AND MEETS ON SATURDAY	IF SECTION CODE BEGINS WITH M AND MEETS ON SATURDAY	IF SECTION CODE BEGINS WITH N OR W AND MEETS ON SATURDAY		
SUNDAY DEC 19	ALL ECO 1001 (Day & Evening) ALL FIN 3000 (Day & Evening)	IF SECTION CODE BEGINS WITH L OR O AND MEETS ON SUNDAY	IF SECTION CODE BEGINS WITH M AND MEETS ON SUNDAY ALL ACC 2203 (Day & Evening)	IF SECTION CODE BEGINS WITH N OR W AND MEETS ON SUNDAY ALL ACC 2101 (Day & Evening)		
MONDAY DEC 20	IF SECTION CODE BEGINS WITH A OR G AND FIRST MEET ON MONDAY OR WEDNESDAY	IF SECTION CODE BEGINS WITH C OR H AND FIRST MEET ON MONDAY OR WEDNESDAY	IF SECTION CODE BEGINS WITH D AND FIRST MEET ON MONDAY OR WEDNESDAY	IF SECTION CODE BEGINS WITH F OR K AND FIRST MEET ON MONDAY OR WEDNESDAY IF SECTION CODE NM OR WM	IF SECTION CODE PM, PMW, SM, SMW, UM, VM	IF SECTION CODE RMW, QM, TM, UUM CONFLICT EXAM
TUESDAY DEC 21	MTH 1023 (Day) MTH 1030 (Day) MTH 2205 (Day) MTH 2207 (Day)	IF SECTION CODE BEGINS WITH B AND MEETS FIRST ON TUESDAY OR THURSDAY	IF SECTION CODE BEGINS WITH J AND MEETS FIRST ON TUESDAY OR THURSDAY IF SECTION CODE MT	IF SECTION CODE BEGINS WITH E AND MEETS FIRST ON TUESDAY OR THURSDAY IF SECTION CODE NT OR WT	IF SECTION CODE PT, ST, UT, VT LAW 1101 (Evening) MTH 1023 (Evening) MTH 1030 (Evening) MTH 2205 (Evening) MTH 2207 (Evening)	IF SECTION CODE QT, QTR, TT, TTR, UUT

If you have questions about the Fall 2021 Final Exam Schedule, please contact Debbie Mazzia in the Registrar, Deborah.Mazzia@baruch.cuny.edu.